

The Catholic School Journal

For Pastors and Teachers.

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Christmas Carol.



HE angels sang in the silent night,
While the shepherds watched and the
heavens were bright,
And tho' years like a river have flowed
along,
Yet we are singing the angels' song:
Peace upon earth and to men good
will,
And glory to God, we are singing
still,
And glory to God, we are singing
still.

They heralded in the joyful morn,
When the Prince of Peace as a Child was born,
And we look back thro' the ages dim,
And come like the shepherds to worship Him.
Saviour, Redeemer and Priest and King,
Our hearts are the gifts that to Thee we bring,
Our hearts are the gifts that to Thee we bring.

So shall we welcome Thee year by year,
So shalt Thou grow to our hearts more dear,
So shall no taint of the world's alloy
Shadow the light of our Christmas joy.
While peace upon earth, and to men good will,
And glory to God, we are singing still,
And glory to God, we are singing still.

***"AND there were in the same country shepherds
watching, and keeping the night-watches over their flock.
And, behold, an angel of the Lord stood by them, and the
brightness of God shone round about them, and they
feared with a great fear. And the angel said unto them:
Fear not: for, behold, I bring you good tidings of great
joy, that shall be to all people; for this day is born to
you a Saviour, who is Christ the Lord, in the city of Da-
vid. And this shall be a sign unto you. You shall
find the infant wrapped in swaddling clothes, and laid
in a manger. And suddenly there was with the angel a
multitude of the heavenly army praising God, and say-
ing: Glory to God in the highest: and on earth peace
to men of good will." (Luke ii., 1-14.)

* * * *

***It would be a good idea at this time to write the
above quotation from the Gospel of Christmas, in some
conspicuous position on the blackboard, allowing it to
remain until the holidays. In conjunction with it there
might be sketched the scene depicted in the Gospel—angels
appearing before the shepherds, and the Star of
Bethlehem shining in the eastern sky—pictures of which
all readers are no doubt familiar with.

A still better idea, for those who want the proper
Christmas spirit to prevail in the school during the last
days of the term, is to arrange a miniature representa-
tion of the manger scene in Bethlehem, setting it up in
some central location in the building, where all the class
may see it.

The Christmas carol, appearing upon this page, and
the other Christmas hymns to be found elsewhere in this
issue, will be of service in preparing a little program for
the last day. These can be written upon the board and
then copied on paper by the pupils for the purpose of
learning the words. If the regular music for these
hymns is not known to the teacher, no trouble should be
experienced in adapting an appropriate air.

***DON'T put the bad boy in the front seat where
he is the observed of all observers, and where he is con-
stantly uneasy lest he miss something that is going on
behind. Try the back seat in a corner and surround him
by "goodies" to act as buffers. There his twistings will
not be seen and he will have the rest of the school con-
stantly in view. A boy's troublesomeness is often only
superabundant vitality. Work him.

* * * *

***VENTILATE during this season. Look out for gas
and other impurities in the air. Many pale-faced pupils
and teachers are made so by lack of contact with God's
pure air and bright sunlight. Many people die annually be-
cause of escaping sewer gas, and badly trapped plumbing.
Almost every job of plumbing done more than ten years
ago was faulty because of unsanitary traps and vents.

* * * *

***WE are endowed with five senses. They are all
avenues for information. What I hear I know. What I
hear and tell again I know better. What I hear, recite
and write I know still better, and what I hear, recite,
write and do I know best of all. Hence in the assign-
ment of tasks if instead of mere "studying", your re-
quirements embrace the application of the information,
the knowledge becomes more permanent. In studying
mensuration of surfaces and solids for instance, require
squares, cubes, rhomboids, spheres and other plane and
solid figures to be cut out of manila cardboard or wood
and problems evolved from them.

* * * *

***HE governs best who governs least. Keep the
velvet glove on the iron hand. Never scold or bluster.
Never "roast" a boy before the school. Above all, never
publicly charge any one with lying or stealing.

* * * *

***EVERY generation has more history and geogra-
phy to learn. The child of 1850 had but little to learn of
Africa, Western United States, Central and South Amer-
ica, and Asia. He escaped the Civil war and the Spanish
war. Since then, the world has grown all over. Great
wars have taken pages and volumes. Great cities have
grown up, and great states and nations come into being.
The maps of the world have been changed. The child of
the future will have to learn still more of geography, his-
tory and science, and undoubtedly less of language.

* * * *

***PREVENTION of the wrong-doing is better than
punishing the wrong done.

Never charge a pupil with misdemeanor on mere sus-
picion, never at all unless you have positive proof, an ab-
solute demonstration that he is the guilty one.

Exercise great care in taking a stand that you may
have no occasion to retreat.

* * * *

***FAULT-FINDING is not calculated to cure a fault.
Distrust in the teacher breeds deceit in the pupil.
Absolute self-control on the part of the teacher is a
necessary prerequisite to proper control of the pupils.
Obedience won is far better than obedience compelled.

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***By "school etiquette" is not meant a mere system
of forms to be observed in the schoolroom. The spirit of
etiquette is not to be limited to any room or place. True
politeness springs from the heart. If the spirit of kind-

ness and courtesy reigns in the individual, it will need only a few thoughtful suggestions here and there to guide specifically the outward conduct in the school, in church, in the parlor or office, or on the street. The teacher should be a pattern of deportment. Example is the most effective teacher.

* * * *

***EXPERIENCE has shown that careful explanation and exceedingly simple explanation of the words of the Catechism is absolutely necessary, in order that young children may properly understand them, and may obtain through them any real and lasting grasp of the sublime mysteries of the Faith which they teach. Hence too frequently it unfortunately happens that, for want of such explanation, our children leave school with very imperfect ideas of doctrine, and thus, forgetting the sense, forget also, quickly and entirely, those words of the Catechism which they had so diligently studied. Thus, though they have seemed to do well at school, they grow up very ignorant of their religion.

* * * *

***IN the human soul you have will. It is in the child and its cultivation is one of the most important results to strive for in the school-room. And there is where we differ from the public school. We strive to bring out this will, while they do not. But we do not object to them. These public schools do very much. But they stop short and do not educate the soul, and we believe that it is a mistake. De La Salle believed, as we do, that God had a right in the school-room, and that any system that excluded Him from the mind of the child and educates infidels instead of a strong religious race. And when De La Salle went into the school-room, God went with him and there went honor.—W. O'B. Pardow, S.J.

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***WHILE accuracy is the principal end and aim of mathematical work, the business man is most likely to choose the lad who can add the column of figures the quickest and at the same time be correct in the result. Time is an element in the teaching of arithmetic which many teachers do not take into consideration. Quick, sharp, rapid drills in this subject do far more to fit the boy for practical life with figures than the long, drawn-out problems which he is so often given "all the time necessary" to solve. Put life into the arithmetic work; frequently hold your watch on your class, give them so many minutes or seconds to solve the example. It will quicken the activities of snails in the progress through life.—Er.

* * * *

OUR STRANGE LANGUAGE.

"When the English tongue we speak,
Why is 'break' not rhymed with 'freak?'
Will you tell me why it's true
We say 'sew,' but likewise 'few,'
And the maker of verse
Cannot cap his 'horse' with 'worse?'
'Beard' sounds not the same as 'heard,'
'Cord' is different from 'word,'
'Cow' is cow, but 'low' is low;
'Shoe' is never rhymed with 'foe.'
Think of 'hose' and 'dose' and 'lose,'
And of 'goose'—and yet of 'choose,'
Think of 'comb' and 'tomb' and 'bomb,'
'Doll' and 'roll,' and 'home' and 'some.'
And since 'pay' is rhymed with 'say,'
Why not 'paid' with 'said' I pray?
We have 'blood' and 'food' and 'good,'
'Mould' is not pronounced like 'could,'
Wherefore 'done,' but 'gone' and 'lone?'
Is there any reason known?
And, in short, it seems to me
Sounds and letters disagree."

—The Banglore Magazine. I

The Professional Medium

***BISHOP SPALDING has said: "Teacher, educate thyself. In bending with a brave heart to thy life task, thou shalt find not only guidance and illumination in thy work for others, but an unfailing source of enthusiasm, without which thou canst not be a former of immortal souls, but merely a hearer and exacter of lessons."

The teacher will make the class, and the class will reflect her earnestness and zeal. If she is alive, enthusiastic and progressive, the class will catch her spirit. If she has not an eager desire to advance herself, how can she expect a proper attitude towards learning upon the part of her pupils?

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***LIVE, progressive and zealous teachers always make it a point to keep in touch with the educational life of the day. The most and best of this is not to be found in books, but in the daily work of active educators. There is much encouragement and help to the hard-working teacher in learning what others, regularly engaged in the same work, subject to the same conditions and striving for the same end—Christian training of youth—are actually thinking and doing. This can be found only in the educational periodical, and here lies the mission of The Catholic School Journal.

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***THE JOURNAL does not bring to its readers heavy psychological or philosophical essays. The teacher who desires to supplement her preparatory work along those lines, has available the published works of many eminent churchmen and Catholic educators. The province of The Journal is that of a professional medium for the great army of workers in the Catholic school field. It deals with the practical problems of the school-room, bringing to the busy teacher workable suggestions along the lines of their daily experience, the thoughts and theories of fellow-workers, the news of the progress and growth of the Catholic school system, and a helpful review of current affairs.

We are gratified to know that the service of The Journal in these respects is appreciated, and that hundreds of Catholic teachers voluntarily write us that they would not be without the exchange of messages from the active leaders in Catholic educational work, even if the subscription price of The Journal were twice what it is.

* * * *

***THE most important chapters of the whole Catechism are those treating of the Ten Commandments. When the child learns them, the teacher should impress upon him the sacredness of these laws and the necessity to regulate his whole life according to these divine precepts. Stories should be told, taken from Bible history, showing the punishment meted out to those who have broken these laws. In telling them, be brief and picturesque, seizing on the striking features. In this way the pupils will become familiar with events in Old Testament history.—Rev. G. J. Peterson. Boston.

* * * *

***THERE is a questionable tendency in modern commercial course work, to turn all the routine, all the drudgery into "make-believe" business practice. If a student is to become a first-class clerk, bookkeeper or stenographer, he must engage in something besides play; he must learn the uses of downright hard work. The student in the business course who learns the priceless worth of labor, the joy of labor, will enter upon any legitimate business with excellent prospects of success. In fact, it is imperative that he learn the lesson that legitimate work makes for manly power.

Hymns for Christmas Exercises. Cause and Effect Applied in School Government.

Watchman.

"CAROLA MILANIS," O. S. D.

Watchman, tell us of the night,
What its signs of promise are.
Traveler, o'er yon mountain height,
See! that glory beaming star.
Watchman, does its beauteous ray,
Aught of hope or joy portend?
Traveler, yes, it brings the day,
Promised day of Israel.

Watchman, tell us of the night,
Higher yet than star ascends.
Traveler, blessedness and light,
Peace and truth its course portend.
Watchman, will its beams alone
Gild the spot that gave Him birth?
Traveler, ages are its own,
See! it bursts o'er all the earth.

Watchman, tell us of the night,
For the morning seems to dawn,
Traveler, darkness takes its flight,
Doubt and terror are withdrawn.
Watchman, let thy wand'ring cease,
Hie thee to thy quiet home,
Traveler, lo! the Prince of Peace,
Lo! the Son of God is come.
Lo! the Son of God is come.

* * * *

Adeste Fideles.

Adeste Fideles,
Laeti triumphantes,
Venite, venite, in Bethlehem.
Natum videte,
Regem angelorum.

CHO.—Venite adoremus,
Venite adoremus,
Venite adoremus Dominum.

Deum de Deo,
Lumen de lumine,
Gestant puellæ viscera.
Deum verum,
Genitum, non factum.

CHO.

Cantet nunc Io,
Chorus angelorum,
Cantet nunc aula coelestium.
Gloria, gloria,
In excelsis Deo.

CHO.

* * * *

Christ has Descended.

Christ has descended, Angels on high,
Softly breathe o'er us, Jesus is nigh.
The cherub, the serap, in awe lowly bend,
While Jesus, the King of the Heavens, descends.

CHORUS—Jesus, sweet Jesus, Mary's own Son,
We love and adore Thee, Thou Beautiful One.

Fountain of sweetness, Abyss of delight!
Robed in Thy splendor, immortal and bright,
Thou God of my heart, oh, when shall I flee
Away from my prison to love only Thee.

Jesus, my Jesus, so priceless in worth,
Joy of the angels and hope of the earth,
Strong are the links and the bonds which confine
My heart and my soul to Thee, Jesus all mine.

IT makes quite a difference in our dealings with an effect to have looked at it in the light of its causes.

Each day the teacher is surrounded by a new set of circumstances, unconsciously arranged for him by beings possessing not only a free will, but an undisciplined will. Too many teachers forget that to them are committed un moulded lumps of clay, unpolished diamonds, unchiselled blocks of marble. They demand of the children a disciplined, controlled, or restrained will, such as they themselves, with all their experience of life and its training, do not manifest. It is not in perfection, but in perfecting that merit and glory are to be gained.

To teach the child how to discipline, control and restrain his own nature, will and inclinations,—ah! that is the teacher's noblest, but most difficult task.

We scold the pupil, we snub him, we even abuse him for his blunders, voluntary or otherwise; how much time and thought have we spent on trying to discover the cause of those blunders? Or, having found the cause, how much time and how much energy have we spent in pointing out to him this cause and in helping him to remove it? If he fails repeatedly, do we repeatedly and patiently continue giving him our help?

O my dear fellow-workers! are not you and I suffering to this day, because some one failed us in our childhood? Because some one named our faults, ridiculed them, perhaps, but did not lead us to find their cause, nor teach us how to remove it, when discovered?

Oh, that there were less of this telling children *what* and omitting to tell them *how*. If I have a blemish on my face of which I am happily unconscious, I prefer that you shall not tell me about it, if you can not tell me, also, how to remove it.

A very emphatic *why* must come in between the *what* and the *how*. The cause, the cause! Study causes. *Why* is such a child restless and irritable? *Why* does such a boy come to school almost every morning in an ugly temper? *Why* does this little girl so frequently miscall certain words, when she is reading? *Why* can not that one learn to spell correctly? Disease; an unhappy home; defective sight. Knowing these causes, how differently we deal with the effects.

Particularly in regard to those step-children of the school, the boys, must we study causes. There is the simplicity and the directness of the savage about most boys. It is a serious mistake to imagine feminine complexities when we are dealing with boys. They hit straight out from the shoulder, mentally as well as physically, and when looking for the causes of their deeds, it is a waste of time to follow the jerky, curled line on which a girl throws a stone.

"We learned all this long ago in psychology" some one says. Perhaps! In fact I do not doubt that you did. I learned long ago, too; long before psychology was presented in text-book form. I am so dreadfully old-fashioned as to believe that a sympathetic teacher, with good common sense, can do far more good in his school without a technical knowledge of psychology than an unsympathetic one possessed of the profoundest information regarding its theories. There is such a vast difference between knowing and doing, between theorizing and accomplishing.

In this connection, Bacon's old aphorism, "Knowledge is power" must be discussed as to its limitations rather than as to its scope. Its interpretation must be greatly narrowed, when we consider the importance of school discipline and control. One noble, kindly, unselfish and sympathetic impulse, in the government of a school, is worth a dozen dry psychological principles. You can't make a

broomstick blossom. Broomsticks are very useful to be sure, but they don't belong in a garden. A school is a garden in a very exact sense.

A sweet pea vine will find support against a crooked old stick with a rough bark and an ivy will climb a rough stone wall, but neither of them will try to cling to a broomstick. There is such a thing as becoming so philosophically, psychologically, and even theologically smoothed, and rounded and hardened that the tendrils of the child's heart and the aerial roots of the child's soul find nothing about us to which they may cling.

It follows that we need to make a subjective as well as an objective study of causes and effects as they present themselves in the schoolroom.

Sunday School Reminiscences.

While I am a decided advocate of memory work in Sunday school, I also feel keenly the great need of giving time to other things, and a clearly marked portion of time. Surely, it would seem advisable to devote at least one full quarter of an hour to telling the children about our Blessed Lord, and His Mother, and the saints, and to teaching them practices of their religion, and to let this interesting and more colloquial and attractive part of the session be the first part of the hour, when some children are so prone to come in late. They would try harder not to miss such an opening of Sunday school. Then the session might close with a five or ten minutes' review of these topics.

I well remember a Boston Sunday school, where a young teacher—all honor to the sisters whose high school scholar she was!—not only could interest her class on Sunday, but induce it to meet her in the week, and make with her the way of the cross. Yet, in the same Sunday school, were teachers who found it more entertaining to chat with each other in the aisles, than to spend the all too brief time they had in bringing the souls in their charge into communication with eternal truths.

Children grasp things with more readiness than we always think. I know that in my own class there was little whispering or disorder; and in the week time I had a whole set of young girls who came to church to learn more about the treasures of our holy faith. One day, I had told them the story of St. Catherine, and how our Lord appeared to her in a vision, and offered for her choice a crown of roses and a crown of thorns. There I paused, and asked them which they would choose, if He so appeared to them. One gay, bright child replied at once with frankness that she would choose the roses. Another said more guardedly that she did not know. The answer of the third fairly startled me in the unexpected depth and beauty of the thought. "What would you do, S?" I asked. Slowly and gravely this answer came:

"If I thought our Lord would have to take the crown of thorns again, if I did not, I would choose the crown of thorns."

You will say: "Of course, she became a nun!" Indeed she did not. She taught school, when her own school days were over, and I never meet her now; but I think our Lord will always remember her loving thought of Him.

One day—about the time of St. Agnes' feast—I was telling them of the martyrdom of that child-saint of twelve years. "Suppose," I said, "that people today put up a big pile of wood near the soldiers' monument on the Common, and placed you on top of it, and all the people stood around; and they said that if you did not deny your faith, they would set the pile on fire. What would you do?" Oh, the serious faces! That made them think what martyrdom might be. Presently our pastor came down the aisle, and found out what the class was doing. He asked them, I remember, if they could be saints like St. Agnes; and explained how that was

possible, by doing their daily duties for the love of God. And then he told them he would say Mass for them on St. Agnes' day.

How the dim, sweet memories come back to me through the bygone years! My girls are women now. And one dear child who graduates this year, how well I remember, when some one asked her once, when she was not quite as good as usual, what would I say if I were there to see her? how trustfully the little six-year-old maiden answered: "She would say I had not reached the *rage of reason*!" [the age of reason.]

Oh, it *pays* to speak to their hearts! Only this week, a young lady spoke to me in the city. "You will not remember me," she said, "but I used to be in that class you had for us girls in M.'s house. You taught us so many things—about little mortifications—and our Lord," and the tears were in her eyes as she turned away. I remember one of the girls declaring so earnestly to me: "Do what I will, I *can't* remember to say my prayers in the morning!" To which I replied: "Write in large letters on a bit of paper: 'SAY MY MORNING PRAYERS!' and pin it to your pincushion or on your mirror." I met her some time after. Her face beamed. "I remember my prayers now!" she exclaimed.—"L." in *Sacred Heart Review*.

The Parish Schools and the State.

IN a recent discourse on the Educational question, given at the Church of the Apostle, New York City, the Rev. Thomas McMillan, C. S. P., presented the Catholic claim to state aid for parochial schools, in a most convincing manner. Special attention was given to the work of the parish schools in the State of New York.

After a brief introduction in regard to the general work of the Church in teaching the nations of the world, Father McMillan proceeded to show that the Christian child has the right to know what Christ has taught and this right imposes an obligation on the parents. By the sacrament of baptism the child is entitled to a place in the kingdom of heaven through participation in the merits of Christ, and acquires a claim to the heritage of divine truth. Gifts of money or worldly honors are not to be compared in value of this heritage which belongs to the children of light who are appointed to oppose the powers of darkness.

This arduous work of training the young in Christian virtue is an immense advantage to the State. It leads to the highest type of citizenship. A public recognition of the voluntary efforts of parents to educate their own children would not require a union of Church and State. It would require only an act of justice to indicate grateful appreciation of the loyal citizens whose millions of dollars are spent in the support of the parish schools. Many thanks have been given to other citizens for gifts representing much less total expenditure, and of much less value to the public welfare. This year in the State of New York Catholic citizens from their own resources have provided for the secular and religious instruction of about one hundred and fifty thousand children. Allowing twenty-five dollars per annum as the cost of each child, the total expenditure should command the attention of every impartial observer. By adding the cost of buildings and supplies the figures go far up in the millions.

The present relations between Church and State could be continued without friction by granting the equitable demand for recognition together with payment for results strictly limited to the teaching of the secular branches. Phantom objections from bygone bigots are often placed in evidence, but it is to be hoped that sound thinkers will soon begin to give serious consideration to the real facts of the case. The American principle of fair play and no favor can be applied to remove in part the unjust burden imposed upon Catholic schools.

Lead Them by Love.

"ELIZABETH MALCOLM."

THE man or woman who undertakes the work of a Sunday school teacher, engages in a God-given mission. He needs a preparation freighted with so much meaning, that the best powers of his heart and mind must be put forth, his most intelligent thought centered in the details of this great work. Love of God and a fervent desire to bring these frail beings,—the work of His hands, safely back to His loving Heart, must be the motive.

The teacher steps out into his field of holy labor. He is surrounded by these unfolding flowers in God's great garden. Christ Himself asked that the little ones be allowed to come to Him that He might bless them. The teacher must be so worthy a servant of his Master, that the little ones will come willingly, gladly to him, to hear his voice, hear from his lips the teachings of that Divine Master, to learn what that dear Lord wishes them to know, to learn how they can shape their earthly lives so that they may hope to one day see that Divine Face, hear that Glorious Voice. That great lesson, the fundamental principle,—Love; must be intently dwelt upon, inculcated into the hearts and minds of the children. Religion and virtue can be taught. That in their catechism they must learn so many answers to so many questions is a part of the work, but only a part. A deep impress must be made, of what God is,—of that great Love, so tender,—infinite. Children should not be told of a vague far away God; one who is stern and awful; but of the ever nearness and increasing nearness according to our love and efforts to reach up to Him. But these high and holy feelings which we would arouse in the child, must be truly embodied in him who would inspire them. He who is not possessed of reverence, love, devotion and gentleness, cannot teach them; the attempt is futile. His life, illumined by the light of faith; the teacher must live in the presence of God. He must have an intense love of the children because this God who is all in all to him, made each and every one of them. He must be eager to nourish these unfolded flowers with the knowledge of love and virtue, to moisten them with the dews of spiritual knowledge and piety.

Sooner than he is aware of it, these little ones will be reading a lesson from his face, from his movements, his expression and the tone of his voice. They will be reading the inner life; who and what he is. Let us never forget this fact. If he comes to them illy prepared for his work, without earnestness and love. If he attempts to teach that which he does not feel, assumes anything, he deceives himself if he thinks that he is alone in the knowledge of it. They feel it all. They have a keen intuition. In that countenance the little ones must read the mingled love and firmness. Think well. Cleanse your soul of the dross of this world. Prepare yourself and never cease to perfect yourself. Then go to them as if you would stretch out your arms and lead them all to God, they will understand. Expect the best from them. Do not burden your soul with doubts and fears of any kind; fling them, each and every one, to the winds. Fill your heart with the love that is so generously bestowed upon those who seek it. Keep close to the life of our Divine Saviour, "Repeating and never ceasing to repeat:" that lowly birthplace of the Divine Infant; the sublime and simple home life at Nazareth; the perfect child at His daily toil for bread; being subject to His parents; the Man Christ as Preacher and Teacher; the loving, agonizing death on Calvary. Every step in that Life must be intelligently thought of, spoken of, dwelt upon until uplifted by the very thought of it.

Study the crucifix with the children. Make a book of it as did the saints of old; many of whom drank their great draughts of learning from it. You will grow strong in courage and holy zeal; for as you give abundantly it

will be given you. And by the very force of that earnestness which will become a part of you, you will be enabled to accomplish a work, the pleasure of which will be a foretaste of that Glory which,—"Eye hath not seen, ear hath not heard."

Get the Co-operation of Parents.

"TEACHER," New York State.

HOW can you secure the necessary co-operation of parents. First by manifesting a deep interest in their children. Try to know every patron of your school personally as soon as possible and talk with them earnestly and freely about their children. Let them realize that you are interested. Ask them to visit the school and if possible get them to promise to do so. It is well to set some date for the first visit. Some Friday afternoon when there will be public exercises and when other visitors will be present is a good time. Many grown people, in the country districts, are timid in matters of this kind and their feeling must be respected in bringing them out for the first few times. They need to realize that they are welcome at any time and this will bring some of them out on bad days when they cannot work. Once the interest is aroused it can be kept up and much good will result.

Another good plan is to have children prepare a special entertainment for parents to be given on Friday afternoon. About a week before the entertainment have the children write notes of invitation to all the patrons of the school urging them to attend the entertainment given for their pleasure. By writing a form of invitation on the blackboard to be used by the committee on invitation, consisting of the pupils who write best, the work can soon be done and they will not only enjoy it but learn a valuable lesson at the same time.

An expenditure of twenty-five cents will buy paper and envelopes enough for the invitations and they can be delivered by the children.

Neatly written invitations in envelopes correctly addressed will please the parents and arouse an interest in your work and a desire to attend the entertainment. This plan will generally secure a good attendance of parents and others most interested. The teacher's tact and ingenuity should enable him to make the most of this meeting. It is well to lay your plans beforehand and secure the co-operation of at least one or two of your best patrons. After the children are through with their exercises they can be dismissed with the privilege of remaining quietly in the house or at play on the grounds until their parents are ready to go home. The teacher can then suggest an organization of patrons and suggest one of his friends, to whom he has confided his plans, as chairman of the meeting. He will usually suggest the teacher as secretary. The teacher can then briefly outline his plans for improving the school, especially in character building. The chairman or some other member can suggest the necessity of a committee on irregular attendance, another on the use of cigarettes and tobacco and still another on swearing and lying. In appointing these committees see that at least one member of each is a parent whose child is addicted to one of these habits or vices. These committees are to use their efforts to discourage all kinds of evil or injurious habits or immoral conduct. They are to meet and report four weeks hence, at which time another entertainment should be given. At the first meeting do not suggest anything that will involve the expenditure of money, but at the next meeting present the necessity of a school library and have a committee of the best read and most liberal patrons appointed to secure one. Offer the services of the school for a concert or in any way the committee thinks best.

The above is merely suggestive of course. Use as much or as little of this plan as seems best in your case, but give the plan an honest trial.

The Institute.

Catholic Teachers Consider Means of Brief Relaxation.

"**H**EALTH and Play in Education was the subject brought up for discussion at a recent session of the Institute of Pedagogy, St. Francis Xavier's College, New York. Individual expressions of opinion were freely given by the teachers present.

Mr. Joseph H. Green, speaking of methods of exercise in daily school work, said:

"As to exercise of the body after exercise of the mind in my classes, I am highly in favor of such a course. I do not think such exercise should be in the form favored by the printed manual on the subject, with which many school teachers have been provided. I think such a manual useless. It is silly to hold a manual in one hand and illustrate with the other. Manuals only continue the exercise of the mind, the very thing to avoid. I'm not speaking of gymnasium work. I have only class exercise in mind. Taking a class of boys, from thirteen to sixteen years of age, into a gymnasium for brief relaxation, only starts a wild romp. I favor and practise daily in my class of some sixty boys, arm and leg exercise.

"After a period of study my class stand up in rows in the aisles and exercise first their arms, with horizontal and perpendicular movements, the hands slightly clenched, the mouth shut, and every motion made as vigorously as possible. This is kept up for a minute or so. Those who tire can stop. This exercise greatly relaxes the strain on the mind. It expands the chest, strengthens the arm and shoulder muscles, and improves the action of the lungs. Following the arm movements I have slight exercise in bending. The knees are bent and recovered sharply, say ten or twelve times for a beginning, then increased to twenty movements. To strengthen the back muscles, the arms, with slightly clenched hands, are fully extended; the position is retained motionless for say half a minute, or, if tired, less. Then knees are bent and raised, and the extended arms moved in a rotary fashion, like a windmill, with the neck bent slightly forward. With a little practice it is easy to continue this for one minute. Such exercise, daily, I have found highly beneficial to my class, and the boys enjoy it greatly. The exercise now continue for more than seven or eight minutes as a relaxation from study. But all movements must be done vigorously to be of any benefit."

A general discussion resulted in the opinion that all play should be free from any formality.

Miss Louise Cawfield next expressed her views. She said:

"I consider all muscular exercises beneficial to brain workers. The younger the child, the more need there is for relaxation. Outdoor games I consider a necessity. Class room exercises are very beneficial, particularly to the young. There should be plenty of opportunities for ventilation in all classrooms, so that pupils may go near the open windows after study for a brief recess, and indulge in breathing, leg, and arm exercises. After brain work there should be a brief period of bodily exercise. I think that in the lower classes, among the younger pupils, there should be physical exercise every fifteen minutes at first; then every thirty minutes; then every hour. I have found it a good scheme to say to my class after a period of study: 'Children, do anything you like for five minutes.' Of course, I do not allow any mischievous practices."

Dr. Earle said he considered Miss Cawfield's "five minutes free to do anything" plan an excellent one.

Miss Cawfield continuing, said:

"It is also a good idea when young pupils have been seated for thirty or forty minutes, to let them stand up for a few moments; open the windows, and allow the little ones to approach them for fresh air. Let them stretch themselves by standing on their toes, and "teetering" up and down."

Some of the teachers present thought school principals might not approve of such methods, but Miss Cawfield and the others thought there would be no comment after an explanation.

Again, some thought restraint and careful supervision over exercises must be closely observed to avoid the possibility of accident to pupils.

* * * *

****In our next issue the topic of calisthenics and relaxation for pupils in the schoolroom, will be taken up more fully. The opinions and methods of many Catholic teachers will be presented in an interesting manner.*

For Frequent Reference.

AT the beginning of the present year the principal of a large city school presented to each of his teachers a typewritten paper containing the following pointed aids:

The efficiency of a teacher is measured by her power of exacting, securing and keeping attention in her class.

Obedience is the very essence of duty and all morality.

Cultivate habits of order and prompt obedience about little things.

Insist on cleanliness. Cultivate good manners. Consent cordially. Refuse firmly.

At all times the eye should be on duty.

Continual employment is the great antidote to inattention.

Make careful preparation for every lesson.

Dwell especially on the elements.

Teach with energy.

Teach in a connected way.

Don't mistake talking for teaching.

Don't be fault-finding.

Questions should be brisk and pointed and should elicit one fact at a time.

Questions should always precede the name of the pupil to help fix the attention.

Do not repeat the question, but have the inattentive pupil repeat the same.

Do not read the questions from the book.

Pupils called upon must rise quickly, stand in the middle of the aisle, look up to the teacher, answer distinctly and in complete statements, and remain standing until you call on some one else.

The essentials of a good recitation are that the class be interested in the work, that each pupil be actively employed during the whole time and that all work be done well.

Careless work from the pupil is the teacher's fault.

Practice without effort is waste of time and confirms bad habits.

Every lesson should be a lesson in language.

Every written lesson should be an exercise in penmanship and in spelling.

Short lessons, thorough work, frequent reviews.

* * * *

During the coming year The Journal will be found to grow in interest and value with each issue. No progressive teacher will want to miss any of the numbers of the new series, for bound up they will make a volume that will far excel, in practical value and amount of usable and suggestive material, any three or four books that you can buy at \$1.—each. Besides this, The Journal will keep you in touch with the great army of workers in the Catholic educational field, as also with current affairs.

School Management.

The Catholic Notion of Authority in Education

From the French of Pere L. Laberthonniere.

(No. 7 Pedagogical Truth Library.—N. Y.)

IV.

Catholicism and Education.

(Continued from November issue.)

The theory of education outlined above, which solves the problem pressing upon us, may be called, we think, the Christian, or rather the Catholic, theory of education. It is a fundamental doctrine of Catholicism, that while all men are in strict solidarity, each is at the same time an independent person, responsible for his own acts, and participating in the perfect liberty of God. Catholicism teaches that everything is accomplished by co-operation. The moral and Christian life of man is a co-operation of divine grace and the human will. Again, the moral and Christian life of every one of us is a co-operation of our own individual activity and the activity of others, to whose influence we are subjected, and from whom we receive direction. Therefore, what we are morally and supernaturally, we are by the help of God, and the society into which we are born. Of ourselves we have nothing, we are nothing. Nevertheless we are, morally and supernaturally, just what we will to be. We can be good or bad, just as we ourselves elect. No one is a Christian of himself; but neither is any one a Christian in spite of himself.

This twofold truth Catholicism has maintained confidently thruout the centuries. It has always affirmed man's dependence upon God, and the solidarity of men among themselves, rendering them dependent on one another, whether they will or no. But Catholicism has always affirmed, too, the freedom of the will, and consequently the autonomy of the human person.

Now it is this twofold truth which we have exposed and made prominent in the preceding pages; on the one hand by proclaiming the necessity of education, and on the other hand, by recognizing that the aim of education should be the development of personal initiative and the realization of liberty.

It appears, then, that the problem before us, which supposes an initial conflict between teacher and pupil, supposes at the same time the Catholic conception of humanity, namely, as men "in solidarity," every one being responsible for his fellows, and at the same time autonomous, or responsible for himself. It appears also, that to solve the problem, do away with all opposition, and reconcile the authority of the teacher with the liberty of the pupil, we must have recourse to the virtue which Catholicism designates as essential and fundamental, that is to say, Charity.

Upon each man who comes into the world is laid the duty of triumphing over an anarchy of lower wants and appetites, and of accomplishing his own deliverance through truth and goodness. For the carrying on of this work we are associated with one another. We can deliver ourselves only by helping others to deliver themselves; we can work out our own salvation only by helping others to work out theirs. Our actions react upon others as their actions do upon us. We cannot accomplish our duty toward others without accomplishing our duties to ourselves, nor our duties toward ourselves without accomplishing our duties to God; and reciprocally. All hold together, all mingle, not in confusion but in unification.

The exercise of authority in general, is but a single form of what we have to do by means of one another and for the sake of one another, in view of our common destiny. Those who command and those who obey have, then, the same end to attain, and should be inspired with the same spirit. But the former have a greater responsibility; they have to answer especially for others in the measure that others are especially confided to them.

So then, whenever we have recourse to education, by that very fact we declare against individualism; we admit that the individual is not sufficient unto himself, and that morally, as well as physically, he needs external help in order to live. Willingly or not, we thus attribute a positive office to authority: an office which consists not only in making rights to be respected and in protecting persons, but still more and above all, in assisting in the birth and formation of personality.

Catholicism from this point of view, is a social organization which aims at the deliverance of humanity from its native misery. At the same time Catholicism presents itself as the result of a special intervention of God, as something possessed of a supernatural character. Still, it has nothing arbitrary about it; and it is not a superfluous something imposed upon humanity by a higher caprice. True, it is a free gift of God; but it is a gift which consists in a superabundant love, and it is given to a being able to receive and to return love. A superabundance of love cannot be irksome. In this matter there is no such thing as excess; one never has even enough. Thus, perhaps, we shall come to see, though imperfectly, how the natural and supernatural meet in the human soul, and mingle together so as to form a living whole.

What has been said above shows also that Catholicism, considered as a social organization, is perfectly in accord both with the actual state, and with the ideal, of humanity. Out of what we actually are, Catholicism undertakes to construct what we ought to be and can be. It puts us on our guard equally against the despair of a cowardly or rebellious pessimism, and the pretensions of a proud and silly optimism. What it proposes to us is *deliverance*; it is *salvation*. And this salvation, while the work of God, is none the less our own work. It can result only through a transformation of our own being accomplished from within. Freely must we free ourselves.

Catholicism is far from being, as its enemies claim,

a negation of personal autonomy and liberty because of the functions it assigns to authority; so very far, indeed, that autonomy and liberty rather constitute its ideal. The man who is truly a man, the Christian who is truly a Christian, according to Catholicism, is the one who, quickened by grace, in control of all his energies and dominating all his passions, establishes himself freely in the love of God and in the love of other men. If authority intervenes—as it must intervene—in his life, this is only for the purpose of helping him in his work; and his ultimate reason for obeying it is, that it leads him to his end. It does not command him definitely; it only directs him in order to serve him in the realization of his eternal destiny. *Servus servorum Christi.*

The error of Protestants and Rationalists is not that they believe in and long for liberty; for true and complete liberty is salvation, and Catholics desire this as ardently as any one. The error lies in not recognizing that to be truly free we must first deliver ourselves, and that liberty is an ideal which we have to win and not merely to proclaim.* Before being saved we must work out our salvation. And as long as we are in this world this task is never over and done with. Instead of singing liberty in every key at random, we should ask ourselves in what it consists and seek the means of realizing it, for on this point grave misapprehensions are entertained. Instead of crying out like revolted slaves, "We are free," we should work to become so; and, in becoming so, co-operate in the deliverance of others.

This is exactly what Catholicism teaches. It urges us to unite so as to work for the common salvation. Salvation, with all that it implies, is pointed out as the aim of all our efforts, the goal of all our hopes. And let none forget that, though the salvation in question can never be final and complete in this world, nevertheless it can be realized truly in this world and in everyday life. Deliverance will never be achieved unless, by using the helps accorded us, we begin to deliver ourselves now, and persevere unto the end. Of course the deliverance we speak of, is a deliverance effected from within. To save our souls is simply to

*It is unnecessary to remark here that we distinguish between free will and liberty. One is a power, the very power by which we deliver ourselves; the other is a state; it is deliverance already accomplished and enjoyed.

grow interiorly in truth and goodness. Salvation is essentially a moral and spiritual thing. No change of place, no change whatever except a change of heart, can produce it. And the heart can change only through its own internal act. This is the reason why salvation is essentially a personal work, although at the same time we are radically powerless to save ourselves without assistance. No matter what help we can and should obtain from others, it rests always with each one of us to save himself. If salvation were imposed upon us, it would no longer be salvation. As has been well said, liberty does not bestow itself, it is won.

Thus we co-operate in delivering others only by delivering ourselves. And we deliver ourselves only by improving ourselves. When we seek to effect deliverance in any other way, we become the enemies of other men; we set ourselves up as masters in the ancient sense of the word. Thus we beget tyranny instead of liberty, and a tyranny of which we ourselves inevitably become the victims; for by opposing others we cause others to oppose us. Salvation is achieved only by those who penetrate beyond appearances and, rising above the appetites and passions which materialize men, establish and assert themselves in the invisible life of the spirit. These alone, and only in the measure that they spiritualize themselves, can penetrate into the interior of others and help them to rise from the earth without burdening or oppressing them. To act spiritually we need spiritual qualities. But when we are mere matter we behave like matter, which is always striking or being struck, crushing or being crushed.

The Catholic educator would belie his title and his mission if, losing sight of existing conditions, he pursued the policy of "let alone" and refrained, under whatsoever pretext, from interfering in the life of the children confided to him. But equally would he belie his title and mission if, losing sight of the sublime idea of Christian salvation, he tended toward forming automata without initiative, who would think and act only upon a word of command. He has more to do than merely to respect liberty of conscience; more to do than merely to take possession of souls, and to impose thoughts and beliefs on them *by force or by skill*. His task is infinitely more delicate and more noble; he has to assist in the formation of free consciences that will appropriate and assimilate into their own substance the thoughts and beliefs with which they have been inspired, and will bring to maturity the seed that the educator has implanted.

SCHOOLROOM HINTS.

Description.

1. Collect all the umbrellas some rainy day and separate them (let children do it) into groups according to the characteristics *large* and *small*. Separate whichever of these groups is the larger into other groups according to observed resemblances, as, for instance, *cotton*, *silk*. Proceed as before, separating into groups until a single umbrella is in a group to itself. The notes of the different groups of which this umbrella has been a unit, kept on the board will be, thus:

Large; cotton; iron-ribbed; black; wooden-staff; crook for hand hold; old; ferule dented.

2. Direct the pupils to write from these notes a description of the umbrella. Allow more than one sentence for the description but require it to include all the characteristics noted.

3. Select one of the pupils' essays and have it written on the board. Bring all the umbrellas into one group, and require a pupil or teacher from another room to read the description and identify the umbrella described.

4. Continue the same exercise on other days using *knives*, *hats*, *pencils*, *books*, *purses*, etc., etc.

This series of lessons will teach inductively that a true description of an object notes the differences between it and all other objects in whatever classes it may be. It educates naturally into the habit of being

specific in expression. The lessons may be used profitably with any class above the third grade.

J. T. Gaines.

Sing More and Scold Less

Of course, you are crowded with work, but that is no excuse for your failure to have singing in your school. Five or ten minutes given to singing during the day will be time well spent. A good rousing song at the opening of school will arouse the pupils to take their work with enthusiasm and they will pursue it with greater energy. A song at the close of the day may remove all unpleasant thoughts of the day from the mind and the child will go home contented and happy. Singing has a very wholesome effect upon discipline. Sing more, scold less.—*Pennsylvania School Journal*.

Useful in Teaching Addition.

I have found the following plan to be a great labor saver in teaching accuracy in addition. It effectually prevents "copying" the answer.

Write on the board a problem as follows:

4 3 2 1
5 6 7 8
2 0 8 3
7 9 1 6
7 9 1 6
.....

The pupils are required to fill the last line with figures in place of the dots. Each one in consequence will have a different problem.

The numbers are so taken that each pair of them will equal 9,999 or one less than 10,000. The sum of the four is therefore just two less than 20,000. Now whatever numbers the pupil may take, his answer will be found by prefixing 2, and subtracting 2 from the units.

For example: Suppose he takes 4310 in place of the dots, then the amount is 24308. By this device the work of a whole class may be examined in less than a minute.

By using smaller or larger numbers, and by increasing or diminishing the number of pairs the work may be graded to suit any class.

J. T. Gaines.

School Punishments

A teacher should not stand pupils in a corner of the room, nor seat them at the teacher's desk, nor send them into the hall, nor keep them after school as punishment for unbecoming conduct. Such silly, cheap practices will never cure any schoolroom disorder. Only the unthoughtful time-server would resort to such devices. Presence, purpose, interest, enthusiasm are needed in the schoolroom. These command respect and obedience.—*Educational News*.

Nagging

Nagging is a habit. It comes without premeditation, or exercise of the will. It may be the product of unconscious cerebration. It is worse than scolding or whipping; a constant, never ceasing habit of fault-finding degenerates into teasing and worrying the pupil with only bad results. It is mean to nag a pupil while he has no chance to defend himself in any way; but this is not all there is of it. Superintendents and principals nag their teachers sometimes beyond all endurance.

A teacher who was doing good work once said of the superintendent: "He came into my room a moment this morning, glowered around, scowled a little, found fault with everything, praised nothing, and went out." Such a principal may make the teachers fear him, but he makes them unhappy and discontented at the same time. This man knows nothing of human nature and is on a par with the teamster who thinks he can get the most work out of his horses by continually using the whip. We would not blame a father for taking a child out from under the care of a nagging teacher, nor a teacher for throwing up her contract rather than work under the direction of a nagging principal or superintendent. Whether in the school or in the family, General Grant's advice is good—"Let us have peace."—*Western Teacher*.

Base Ball

You will find this a good way to review two or three weeks' work in spelling, as it arouses a keen interest on the part of the pupils.

Divide the class into two divisions, and allow one of the best pupils on each side to be "catcher;" the teacher is "pitcher."

The "catcher" from division No. 1 takes his place, and the first speller, or "batter," from division No. 2 stands in front of him. The teacher pitches a word and if the batter spells it correctly, he pitches him two more; but if he misses a word, the "catcher" spells it and he is "out." When three "outs" have been made by division No. 2, then division No. 1 has a chance to spell.

Whenever a "batter" spells three words correctly, that "scores" one for his side.

Lena Riley.

A Successful Plan

I have tried a plan this year with my seventh year pupils, that I find is excellent for arousing an interest in daily work and securing good written lessons.

At the close of each preparation or test lesson, I collect all papers, and at some time during the day or evening, I carefully look them over, selecting and keeping only the very best. I assort each pupil's work at the end of the month, and, if he has twenty-five or more papers, I arrange them in the form of a "book," making a cover of some pretty

colored paper and fastening all together with gay ribbons or silk cord.

On the upper cover I print in gilt letters the name of the school, the year grade, month and year, and lastly the pupil's name; arranging these in some artistic manner.

These "books" I give to the children at the beginning of the new month and they are allowed to carry them home and show their parents the result of their month's work.

I was greatly pleased with the results obtained and the interest taken in the work. I have less idleness and I know that the work is much more thorough than before I tried this plan, because the pupils are anxious to receive this token of appreciated effort.

A. M. H.

Ruts

I. Kinds of Ruts.

1. Teaching ruts.
2. Scolding ruts.
3. Nagging ruts.
4. Ruts in discipline.
5. Schoolroom peculiarities.

II. How Teachers Get into Ruts.

1. Neglect of duty.
2. Lack of thought.
3. Laziness.
4. Unconscious influences.
5. Lack of interest in work.

III. How They Get Out.

1. By outside stimuli.
2. Discovery of need of change.
3. Growth of professional spirit.
4. Outside study and investigation.

IV. How They Keep Out.

1. By study of professional literature.
2. By full knowledge of subjects.
3. Stimulus of great movements.
4. Spirit of investigation.

V. Pertinent Questions.

1. Does last year's knowledge suffice for this year?
2. Is it possible to make advancement in primary subjects?
3. What may be done in advanced grades to prevent dry rot?
4. How long should a teacher hold her position after losing interest in her work?
5. Is it possible to revive a teacher after she has fallen away?

VI. Last Stages of Rut Running.

1. Impatience with modern ideas or ways that purport to be better.
2. Constant criticism of the system and of the school officials.
3. Unreasonable requirements of the children.
4. "Soldiering" becomes second nature.

VII. The Opposite Character.

1. Open-minded, ready for better things.
2. Cheerful, light-giving, and stimulating.
3. Progressive, seasoned with reason and good judgment.
4. Increasing in knowledge and growing in power.
5. A student of life and of modern conditions and means of progress.

Kansas City, Mo.

J. U. Barnard.

Confiding in Pupils

Confiding in pupils is rarely a mistake; even unworthy natures under its benign influence expand and ripen into nobler forms; to secure its best results it must be unfeigned and entirely sincere. Happy is the spirit of that school where mutual confidence prevails. On the other hand, suspicion unfortunately directed against an innocent boy will often cause him to go astray, so potent is the teacher's unconscious influence for good or bad. A suspicious nature must not abide in the schoolroom not only simply because of what it indicates of the teacher's own character, but because it is disastrous to the soul life of sensitive natures.—Progressive Teacher.

Teaching Politeness

In order to train children and stimulate them in acts of courtesy and kindness the Santa Barbara (Cal.) school board has introduced the study of politeness into its grade schools. A manual giving ten rules for observance has been printed with the caption, "Scholarship Without Good Breeding is but Half an Education."

The code is as follows:

1. To be polite is to have a kind regard for the feelings and rights of others.
2. Be as polite to your parents, brothers, sisters and schoolmates as you are to strangers.
3. Look people fairly in the eyes when you speak to them or they speak to you.
4. Do not bluntly contradict any one.
5. It is not discourteous to refuse to do wrong.
6. Whispering, laughing, chewing gum or eating at lectures, in school, or at places of amusement is rude and vulgar.
7. Be doubly careful to avoid any rudeness to strangers, such as calling out to them, laughing or making rude remarks about them. Do not stare at visitors.
8. In passing a pen, pencil, knife or pointer, hand the blunt end toward the one who receives it.
9. When a classmate is reciting do not raise your hand until after he has finished.
10. When you pass directly in front of anyone or accidentally annoy him, say "excuse me," and never fail to say "thank you" for the smallest favor. On no account say "thanks."

Motives for Work

Most of the children in the schools work or drudge for the lowest motives—per cents., rewards, promotions, degrees. They are systematically trained into selfishness. Working for per cents. and degrees means generally short cuts to the goal—a goal that is worthless in itself. Millions of children are struggling for paltry rewards and millions of men shortening the line between themselves and the money they work for. Is one the cause, the other the effect? If not, what relation do they bear to each other?—Col. Francis W. Parker.

Language and Reading.

Stories For Language Work

MARY A. ROBERTS.

How Jenny Wren Made a Christmas Gift.

Did you think that a bird could give a Christmas gift? This is how it was.

Farmer Brown hung up his old wool hat in the porch and went in to dinner. It was spring, and Jenny Wren's bright eyes were peeping to find a place for her nest.

"Aha!" she chirped. "So snug and dry—this would be a fine home for the wren babies." So she bustled in and out of the hat, carrying sticks in her bill, and flying a race with fat Mrs. Robin who was building in the forked tree.

But then came out farmer Brown, laid his hand right on the hat, and away flew poor Jenny, chirping and calling. Then the farmer said the old hat fit his head and he could not give it to Jenny.

"Oh, do!" cried the farmer's wife. "Yes, do," chirped Jenny Wren.

But the farmer spied a yellow gourd that his wife had saved—a dipper gourd, with a handle. "Have this," he called, and hung up the gourd, and put all Jenny's sticks and straws in the hollow part. Then he watched her thru the window.

Soon came dainty Jenny, peeping on one side and then on the other till she saw all her bird-lumber inside the gourd. "Chat, chat!" she called. "This is just as good."

So back and forth she flew till the nest was made all cosy for the baby wrens, and a nice little porch of soft straws built out from the hole in the gourd, for Jenny and Papa Wren to light on when they fed the young ones. Then the wren children came and they grew so fast that soon they all flew away, as gay and saucy as their mother.

But the farmer's wife saved the pretty little gourd-nest, and at Christmas she gave it to Miss Kaye to hang up in the schoolroom. And that's how the bird made the school a Christmas gift.

The Gourds That Wanted to Be Apples.

In the spring the farmer's wife put some seeds in the soft ground by the young apple tree. "The vines will lie on the ground, and keep it moist for the young tree to grow," she said.

Soon the vines peeped up and spread out over the ground. "And what are you?" said the proud tree above, holding its head high up, "you—creeping down below there."

"We are gourd vines," they said. "We have nice blossoms that turn into yellow gourds, with handles, and the farmer's wife makes dippers of us."

"Ha!" said the tree. "My apples are bright and red and have rich juice and hang high in the air. What poor, lowly things you are. My fruit grows on a tree."

Now the gourd vines talked together and said, "Why should the tree look down on us? So would our fruit if we had a tree. We can climb," and they ran all about for something to climb on.

Then a strong young vine at the foot of the apple tree stretched out its climbers and said, "That needn't trouble us with a strong tree like you so near." "Yes, yes!" cried all the others. "We will bear apples too." And they began running as fast as they could, up the tree, quite to the top.

But the vines were heavy, and the gourds they bore were far larger than apples. Very soon the poor tree, that was never meant to hold such things, bent its proud head almost to the ground, so that the gourds all stood up in a half ring or circle about the tree.

There were eighteen of them in all, and their round, dipper part touched the ground, while the handles reached up to the vines. In this way they grew till the frost came and cut down all the vines, when the farmer's wife took in the gourds for dippers, and the boastful tree could lift its head once more.

But the poor tree sighed "Alas!" because it had borne no fruit, and all the gourds sighed back; because, after all, they never had and never could become apples.

How Roger Changed His Name.

Christmas time was coming near. There were twenty children in a little town on a big river, with wonderful blue water that sparkled in the sun like hundreds of Christmas candles, and in the moon like a thousand fireflies.

In the deep woods were tall cedar trees, green all winter, and green hollies with bright red berries and little thorn-points on the leaves.

Busy now were the children, with verses and songs and new marches they were learning from their teacher, "dear Miss Kaye." Each child did its share to make ready for the day when all their friends would come to see and hear them, and see their bright schoolroom.

All but Roger;—he did not go to school but stayed out and threw stones and banged, and whooped like Indians. He called the children "sillies" and said there were wolves in the woods. Therefore people called him "bad Roger."

One day he looked in and saw them all marching in the new drill. He said, "I can do that," and hung around watching them. Then dear Miss Kaye, who loved all children, coaxed him in.

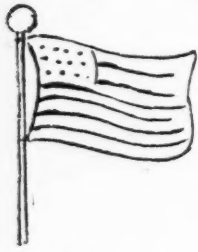
A little girl told the story of the babe in the manger, of the gifts that were brought him, and how we give gifts on the saintly child's birthday, to show our love and because he so loved us all, especially the little ones. Miss Kaye gave Roger a big red apple and a picture of the baby in the manger, and the children sang:—

"In a manger laid so lowly
Came the prince of peace to earth."

Now all this kindness made Roger feel how bad he had been, and two big tears fell on the red apple. So he said he would come to school and learn, now. Also, because he had frightened them about the wolves, he would go and bring the cedar and holly to trim the schoolroom. It would be his gift to them all.

Then they all forgave him, and said they would change his name and call him "good Roger." And so again came "the prince of peace to earth," in the schoolhouse by the blue river.

Drawing, Writing, Language and Reading



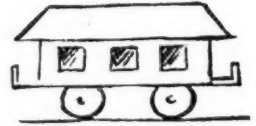
flag



star



bag



car



glass



dish



mug



jug



cake



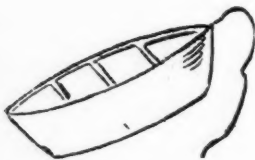
pie



bun



plate



boat



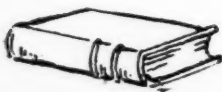
ball



whip



gun



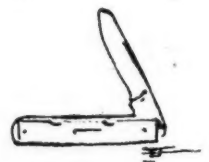
book



pen



slate



knife

Number and Arithmetic.

Suggestions on Work in Arithmetic

MARY S. MULLIGAN.

The Recitation.

1. Attitude of the class.—No other one thing contributes more to the success of a recitation than the attitude of the class toward their work. Hence the importance of training pupils in this matter. They should be taught to come into the recitation in a respectful, listening attitude, ready to cooperate with us and conscious of the purpose of the recitation. Occasionally at the close of the lesson, ask different pupils to state what help they have gotten from today's work. We should teach pupils *how to think*; they should learn *to follow* in a recitation, to observe closely and accurately, and so develop their power to give continuous attention to the subject considered.

2. The value of mental arithmetic.—Let us have *more thinking* and less writing. Give at least one-third of the time to mental drills. While it is true that the review work enters into these drills, still the greatest stress should be placed on the present need of the class. Decide upon the process or the step in the reasoning of a problem that needs to be strengthened most in order that the pupils may become self-reliant in handling their written work; then give mental problems or examples involving the point that needs strengthening. Lay aside your book, since the pupils are without mental arithmetics, and make suitable problems. A lesson conducted in this way arouses the activity of the pupil and raises his standard of memory work.

3. The written preparation.—After an enthusiastic mental drill, give pupils a few minutes to examine their written preparation before the answers are read. On their papers two kinds of mistakes may be found;—one due to not knowing how, the other due to carelessness. If the mistake comes under the first class the mental drill throws light on it at once, the pupil sees his own mistake and should be allowed an opportunity at a later study period to correct it.

Now, have the correct answers given promptly, and let each pupil who has made a mistake of the second kind now examine his work quickly to see where his mistake is. Do not take the time of the class to hear each one tell just where he has a wrong figure; the point is not where did he make his mistake but *why*. Let each one state whether his mistake was due to carelessness in (a) reading the problem, (b) addition, (c) subtraction, (d) multiplication, or (e) division. When this is done, it remains with each pupil to correct his own work. If the majority of the class has

failed it is time to consider our assignments more carefully.

The blackboards should be used freely during the rest of the period. If for any reason the written preparation must be repeated at the boards, have the pupils lay aside their papers. But at this time *new* problems and examples illustrating the point in hand are refreshing to pupils, increase their interest and send them back with renewed courage to attack the old ones they have failed to get.

If the pupils are ready to take up a new point, the last part of the recitation should be devoted to oral drills to prepare them for it. For example:—We are ready for Less. V. of our outline in long division. The aim of this lesson is "To teach the use of the next ten's figure as a trial divisor and that the remainder must be less than the divisor."

Blackboard drill:

$19 \overline{) 69}$ $29 \overline{) 69}$ $3 \overline{) 69}$ $59 \overline{) 69}$, etc.

Teacher.—Which 10 is 19 nearest? P.—2 tens.

T.—What shall be our *trial* divisor? P. 2, because 19 is so near 20.

T.—What then shall be our trial divisor with 29? 49? 39? 59? 79? 89? Going back to $69 \div 19$ again, 2 is contained in 6 how many times? P.—3 times.

T.—Then 19 is contained in 69 how many times? P.—3 times.

T.—Where shall I place the 3? P.—Over 9.

T.—Finish the division mentally. P.—3 times 19 equals 57. The difference between 69 and 57 is 12. 12 is less than 19, therefore our quotient figure was right.

Using divisors of two figures having 9 in units' place, continue the oral drill, at first finding but one quotient figure until they see the points. No written work on this lesson should be assigned until you are reasonably sure that the pupils have mastered it.

4. Written work.—Accustom pupils to prepare neat and accurate work, not as the result of copying or the use of scrap paper, but of careful, thoughtful work. Copying is a waste of time and energy. The use of scrap paper has a tendency to make pupils careless about their writing, untidy in the arrangement of their work and wasteful of time and material. Better encourage them to think more, solve mentally as much as they can and write neatly the rest of the solution.

5. Closing the recitation.—The manner of closing the recitation is equally as important as that of opening it. We should study to close with the interest at a high pitch and so leave the class with a desire to go on.

Studying a Problem.

Our pupils need more training in this part of their work. To help them organize their study, the following steps are suggested:—

1. Read and re-read the problem until you have a mental picture of the transaction.
2. What question are you to answer?
3. What points are told that will be of use in obtaining the result?
4. What processes are necessary to its solution? In what order?

5. Indicate the answer by stating what you will do. Natural answer.—Illustration: John has \$27, James \$13 more than John, how many has James? James has the sum of \$27 plus \$13.

6. Approximate answer.—To help pupils to reason more and to avoid absurd results in the solution of problems, it is well to have them occasionally approximate their answers before beginning their work. Note: Frequently have many problems read and studied in class without taking time to solve them.

7. Reading the question in examples. We are inclined to lose sight of the value of this exercise. Have pupils give different readings for the question in an example, as: $245 \div 5 = ?$

a—245 divided by 5 = what?

b—How many 5's in 245?

c—What is the quotient if 245 be the dividend and 5 the divisor?

d—What is $\frac{1}{5}$ of 245? etc.

Pupils familiar with the last reading are able to work out alone the division of a fraction by an integer.

Greatest Common Measure

[The following suggestive article is from the chapter on Measures and Multiples in "The Psychology of Number," published in the International Education series by D. Appleton & Co.]

The pupil who has been led to have a clear idea of number—who has been taught to look upon the unit as the measurer—will find no difficulty in mastering greatest common measure. With all the preliminary notions he is familiar, and it will be an easy matter to pass to the formal process.

While in the illustrations given in this chapter we generally use the pure number symbols, it must be borne in mind that here, as everywhere in number and numerical processes, the idea of measurement is to be kept prominent, especially in the introductory lessons. A common factor is a common measure—a unit of measure that is contained in two or more quantities an exact number of times. A common multiple is a definitely measured quantity, which can be measured by two or more quantities, themselves measured by units of the same kind and value as those of the given quantity. The teacher should see to it, then, that all his illustrations and examples deal with the concrete; that the measuring idea be kept prominent from first to last.

Easy Resolutions into Factors—Taking the number 15, the learner sees that it can be considered 3 fives, or 5 threes; the five or the three is a measurer or measure of 15, and the equation $15 = 5 \times 3$ puts in evidence the fact that 5 and 3 are measures or factors of 15. Taking 35, he sees the significance of the equation $35 = 5 \times 7$. He further notes that five is a measure of each of the numbers 15 and 35, and is therefore a common measure. If, next, the numbers 12 and 18 are taken, he will see that all the measures of 12 are—

1, 2, 3, 4, 6, 12;

and that all the measures of 18 are—

1, 2, 3, 6, 9, 18.

Then it will be seen that 1, 2, 3, 6 are common measures of 12 and 18, and that while there are several

such measures, there is one that is the greatest—the one that will be called the greatest common measure. Before any process is taught, the class should be exercised in the working of easy examples, both mental and written; being asked to find common measures, and the greatest common measure of 16 and 24, of 24, 36, 48, etc. An additional interest will be secured by proposing some simple practical problems.

It will be better, before beginning the ordinary formal treatment, to have exercises in finding the greatest common measure, by resolving the numbers given into their simple factors. It would be necessary, then, to recall or develop a certain fundamental prin-

2)60

ciple. The division $3 \overline{)30}$ is to be interpreted, first, that

10

60 is 30 twos, and, next, that the 30 twos are 10 three-twos or 10 sizes; and thus that if a number contains the factor 2, and if the quotient contains the factor 3, the number itself contains the factor or measure 6. Then, since

$$108 = 2 \times 2 \times 3 \times 3 \times 3,$$

$$\text{and } 72 = 2 \times 2 \times 2 \times 3 \times 3,$$

we may see that all the single common factors are 2, 2, 3, 3; and that, therefore, $2 \times 2 \times 3 \times 3$, or 36, is the greatest common measure. Practice on this method will find a place: the pupil has a new interest, and the teacher can take advantage of it to select further training in number and in the elementary processes.

The General Method.—But soon it will be found that this method is limited, as its successful application depends on the pupil's ability to discover a factor. An example, such as, Find the greatest common measure of 851 and 1073, we may suppose to have been given the class, and found beyond their present power of factoring. The reason for the failure will be manifest to them—their inability to find any factor of either number. The need for some new, or, it may be, extended method, is felt; and this need is the teacher's opportunity for introducing the more powerful method, and for the development of it he has his class in a state of healthy, natural, unforced interest.

The Fundamental Principles.—To develop the method, it would be well to turn aside from the example attempted and give attention to certain facts upon which the method is based. Taking for illustration the numbers 21 and 35, we see, as before, that 21 is 3 sevens and 35 is five sevens. Thus, if 21 is added to 35 we shall have 3 sevens and 5 sevens or 8 sevens; the seven being the unit of measure, or measurer. Similarly, if 21 is subtracted from 35 the result will be 2 sevens. Further, if to 21 is added 3 times 35, we have 3 sevens and 3 times 5 sevens—that is, a certain number of sevens. This is seen to be true for any number of times seven, any number of times eight, or nine, . . . etc. Actual measurements will make the principle still clearer. Thus, if A B and C D have a common measure, it must measure A B exactly, and C D exactly:

$$\begin{array}{c} \text{A} \quad \text{B} \qquad \qquad \text{C} \quad \text{E} \quad \text{D} \\ \hline \end{array}$$

and measuring off on C D a part C E = to A B, the common measure must measure C E exactly, and therefore E D exactly, because it measures the whole

of CD; but ED is the difference of the quantities, etc. In the same way ED may be measured off on AB, and the same reasoning will apply. Thus the pupils are led to see certain general principles, and to see them in their generality.

1. From the fact that if we take the sum or the difference of 21 and 35—that is, of 3 sevens and 5 sevens—or the sum or the difference of any number of times 21 and any number of times 35, we are sure to have a number of sevens (seven representing any measured quantity whatever), it is plain that any number which measures two numbers will measure their sum or their difference, or the sum and also the difference of any of their multiples. The pupils can be got to develop the general form of this principle. If c is a common measure of a and b , so that $a=mc$, and $b=nc$, then $a+b=mc+nc$, etc.

2. Because the common measure of two numbers measures their sum, and because the minuend, in a subtraction operation, is the sum of the remainder and the subtrahend, it is plain that every common factor of the remainder and the subtrahend is a factor of the minuend.

The Application of the Method.—We pass now to the application, and shall take the numbers 851 and 1073. The difficulty has been that these numbers are large, and in reply to the question, What smaller number will have in it any common factor that 851 and 1073 may have? there might be expected the answer, 1073—851. But there must be an examination of this statement.

$$\begin{array}{r} 851 \quad 1073 \\ \quad 851 \\ \hline \quad 222 \end{array}$$

If 851 and 1073 have a common factor, this factor will also measure 222; and if 222 and 851 have a common factor, this factor will measure 1073. Thus the greatest common measure of 851 and 1073 is a factor of 222, and the greatest common measure of 851 and 222 is a factor of 1073. Therefore the greatest common measure of 851 and 222 is the greatest common measure of 851 and 1073. It will now be easy to show that if 222, or 2 times 222 or 3 times 222, be taken from 851, 222 and this remainder will have for greatest common factor the greatest common factor of 851 and 222, and the advantage in taking from 851, 3 times 222 is apparent.

$$\begin{array}{r} 851 \quad 222 \\ 666 \\ \hline 185 \end{array}$$

It will be easy to follow this out thru the successive steps:

$$\begin{array}{r} 185 \quad 222 \\ \quad 185 \\ \hline \quad 37 \\ 182 \quad 37 \end{array}$$

37 divides 185 exactly, and is thus the greatest common measure of 185 and 37; so that 37 is the greatest common measure of

851 and 1073.

The class will now see that

$$\begin{array}{l} 851 = 23 \times 37 \\ 1073 = 29 \times 37 \end{array}$$

and a conviction will be added to the proof. Then the identity of the work with the following may be shown:

$$\begin{array}{r} 851)1073(1 \\ \quad 851 \\ \hline \quad 222)851(3 \\ \quad \quad 666 \\ \hline \quad \quad 185)222(1 \\ \quad \quad \quad 185 \\ \hline \quad \quad \quad 37)185(5 \\ \quad \quad \quad \quad 185 \\ \hline \end{array}$$

We see now that a definite method has been evolved, and when the class has been exercised in applying it, it may be well to explain certain artifices by means of which the work may be shortened, or exhibited in a neater form. For example, the work of finding the greatest common measure of 851 and 1073, as given above, may be presented as follows:

	1	3	1	5	
1073	851	222	185	37	
851	666	185	185		= G. C. M.
222	185	37			

Or the work might be conveniently arranged as in the following example: Find the greatest common measure of 158938 and 531206.

		531206
158938	3	476814
108784	2	54392
50154	1	50154
46618	11	4238
3536	1	3536
3510	5	702
26	27	702

The quotients appear in the middle column, and the work explains itself.

It is to be observed that if any common factor is easily discoverable in the two quantities, it is better first to divide both quantities by the common factor. If, also, a prime factor is found in only one of the quantities which are in operation for the greatest common measure, it may be struck out. In the last example, for instance, the first remainder is divisible by 8, while the corresponding number on the other side (the first divisor) is divisible by 2. We may therefore divide this number by 2 and the other by 8, reserving 2 as part of the required common measure. These factors being removed, we operate with the quotients, 79469 and 6799. The latter divides the former with remainder 4680; this, it is obvious, has the factors 40, 13, 9. Hence, if the two original quantities have a common factor, it is 13×2 —a result obtained by the actual work.

This study of the measures of numbers suggests classifications of numbers. Numbers may be (1) even or odd, according as they do or do not contain 2 as a factor; (2) composite or prime, according as they are or are not resolvable into simpler factors.

Two numbers may have no factors in common, tho each of them may be composite; they are then said to be prime to each other. It will be supposed that the class is familiar with these classifications and definitions before proceeding to a study of least common multiple.

Geography and History.

Home Geography

CHARLES MCMURRY, PH. D.

For beginners home geography stands in sharp contrast to the geography of the world whole and of foreign countries. It is relatively so small. But a knowledge of local geography and industries furnishes a good starting-point in geographical study. It is difficult for adults to understand how much children are dependent upon things which they have seen in order to explain things which they cannot see. The observation of neighborhood facts must precede the study of things at a distance. A definite knowledge of the home surroundings, of its hills, streams, landscapes, agriculture, manufacturing, commerce, changing seasons, storms, floods, etc., is necessary as an introduction to the same topics in the world abroad.

When we come to study the climate, surface, industries, products, and commerce of distant states and of foreign countries, our ability to construct correct pictures is based upon the varied ideas of similar kind that we have gathered in vivid and real form from our own home neighborhood. The imagination must be our chief helper in constructing geographical pictures of things at a distance from home, but the imagination cannot construct pictures out of nothing, any more than a builder can construct a house without materials. The imagination works and builds with the material which experience has already gathered. It is not expected that we shall gather all the experimental facts on these third and fourth grade excursions, but we can encourage the children to keep their eyes open and their minds alert for this kind of knowledge. We can at least open the doors for these varied and interesting forms of activity.

Children are already familiar with these home things, in a vague, loose way, but we are inclined to overestimate the extent and accuracy of their knowledge. In some special cases they know enough about certain local topics without help from the school; but, generally speaking, children have little accurate knowledge of local industries and phenomena. Even the teachers are found in many cases to be extremely deficient in definite knowledge about such common topics as local directions and topography; weather changes; the dairy, the cultivation of garden vegetables and fruits; the work of the farm in caring for crops and farm animals; the tools, machines, and processes of the blacksmith, the tinner, the carpenter, and others; the work done in planing-mills, wagon factories, grain elevators, mills, etc.; the shipment of fruits, meats, glassware and iron products by rail and by water, etc.

It is a marked and justifiable tendency of our mod-

ern education to incorporate into the course of study a knowledge of the simple universal trades and occupations upon which our whole state of culture rests. The manual training and constructive work in primary and intermediate grades deals with some of these simple occupations. It is an extremely practical and fundamental demand that children should be made acquainted with these local affairs. They will everywhere need them as a means of interpreting social and physical environment in all studies and thruout life.

Of course it must be taken for granted that a large part of this knowledge is picked up by a child incidentally by all sorts of daily experiences. But to carry out this purpose more fully with beginning classes in geography, it is necessary to conduct a few excursions to a number of these places of special interest, in particular to those which are near and convenient to the schoolhouse. In some cases an excursion is made in preparation for one of the topics discussed in home geography, such as that on soil or hills. Localities differ greatly in respect to the possible excursions which they furnish, but almost any place will afford more opportunities for instructive excursions than the school will be able to carry out. In the spring-time an hour's visit to a neighboring garden in which the seeds of spring vegetables are being planted in the fresh-turned earth will be instructive. Observe the manner in which the soil is prepared for planting, how hotbeds are arranged for cabbage or tomato plants, and later how the young plants are transferred to the garden. Notice the ploughing, the various kinds of vegetables planted, and the different kinds of seeds and the ways of planting them. It is well to trace the growth and cultivation of one or more of the common vegetables thru the season, as cabbage, potatoes, and among small fruits, blackberries and strawberries. The interest thus awakened in the children will cause them to watch their own gardens more closely, and perhaps the neighboring gardens, and report in class the facts observed. Where the school grounds are large enough, a small space is sometimes spaded up and used as a school garden. A single excursion to a garden for three-quarters of an hour furnishes valuable material for discussion in one or more lessons. The next day's lesson in geography should require a full statement of the things observed on the previous day's excursion. Sometimes drawings of the vegetables or plants furnish good exercises. It is a matter of interest for the children to make a list of all the garden vegetables raised in the neighborhood, such as cabbages, onions, beets, cauliflower, egg-plant, carrots, etc. The small fruits may be studied and listed in the same way.

At another time an excursion may be made to some frame house in process of construction; the various materials, as brick, stone, sand, lime, and lumber are noticed, and also the work and tools of the workmen. Where do the builders get these materials (lumber-yard, planing-mill, sand-pit, brick-yard, quarry, hardware store, etc.)? As the frame goes up, notice the joists and studding, the sheeting and siding, the rafters and shingles, the matched flooring, the windows and door-frames, and other distinctive parts of the construction. Drawing lessons on the plan of the

foundation, frame-work, and elevations may be assigned. The thoughtful working over of this excursion in the class clears up the ideas and gives a mastery of the simpler forms of construction. A second excursion, when the building is under roof and the interior finish is being placed, will show the different kinds of mill-work and finishing lumber used (hardwood floors, casings, mantels, cupboards, gas-fixtures, ornamental carving, or frescoes.)

In a lesson like this children may see how different classes of workmen assist each other and depend upon one another,—as carpenters, masons, plasterers, plumbers, painters, tanners, etc. Indeed, it is well to make a list of all the different kinds of men and labor necessary to the building of a common house. When we add to this the stores and shops and lumber-yards which furnish the material, we see how many people are engaged directly or indirectly in house-building.

It seems advisable also, in some cases, to reach out beyond the home neighborhood and to explain where the pine lumber comes from, where the brick is made, or the stone obtained from a quarry. In this connection it is necessary to establish the cardinal points of the compass and to use some kind of a map to show the location of the surrounding districts or states. It will be better for the teacher in such a case to sketch the map upon the board, as the children have but little power at first to explain maps.

The teacher needs to exercise good control of children upon an excursion, and to direct their attention to the chief points of observation. The children will be found to be very careless and inaccurate in their observations and descriptions. Even with this objective material before them they need to be taught how to observe and describe correctly. An excursion needs to be as well planned as any lesson. The teacher should have visited the place beforehand and have laid out the scheme of observation. Most teachers find such excursions trying upon the nerves on account of the playful dispositions of the children and their tendency to scatter and to romp. It is necessary therefore, for the teacher to form a careful plan and act with prompt decision in cases of disorder. To compensate for this greater freedom in the open air the teacher will find a means of closer sympathy with children and a better insight into their individualities. —A Teachers' Manual of Geography. The Macmillan Company.

Great Industries, XXV.

NELLIE MOORE.

Dangers of the Coal Mine.

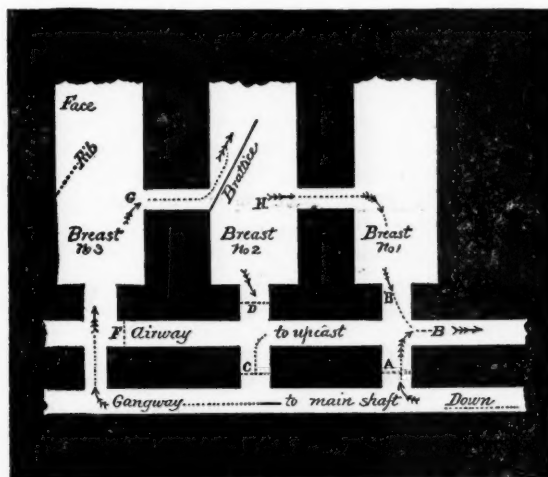
Those who read the statements of both parties concerned in the anthracite coal strike can hardly fail to be impressed with the reiterated assertions of the great dangers the miners encounter in their daily work. This is the main ground for their demand for increased wages. The operators reply that the great expense of operating the mines precludes the possibility of advancing wages. A large expense of mining is caused by the constant efforts to evade or overcome these various dangers, an understanding of which gives considerable insight into the whole great ques-

tion that has so long occupied the attention of our people. It would be hard to find a more timely or a better supplementary lesson for a school, involving as it does interesting phases of botany, geology, physiology and the various natural sciences that form so large a part of the pupil's daily tasks.

Ventilation.

Even a brief study of this department of mining work impresses one with its vital importance. A pupil can easily put upon the board the accompanying diagram so the whole school can see the principle by which the miners are guarded from the constant dangers of foul air and poisonous gases.

It does not do to think of a mine as a mere hole in the ground, as some of the geographies of our childhood may have misled us into doing; for a large mine is really an underground town with miles of roads and passages. One old mine near Newcastle, in the heart of the British coal region, contains more than fifty miles of passages. If you go to the anthracite



Ground Plan of Mine Showing System of Ventilation. Doors at A, C, F, D. Arrows indicate direction of air current. From Review of Reviews.

region of Pennsylvania near Shamokin you can travel for miles underground in comfortable and well-lighted electric cars. It is nothing unusual in large mines to have the main thoroughfares four and five miles long in a direct line.

This great extent of passages requires a special system of ventilation, for it is not sufficient to merely force fresh air into a mine. It must be made to circulate thru the remotest passages. This is done by means of two shafts called the downcast and the upcast shafts (their names explain their uses) and by closely fitting doors and brattices as shown in the accompanying diagram. Many boys, called "trappers" or "door boys," are employed in opening the doors to all comers and in carefully closing them immediately after they have passed, so the current of fresh air may not circulate along the passages where it is not intended it shall go.

All this seems very easy now that doors, and brattices, and the various mechanical appliances of engines and pumps and fans and pneumatic screws are in successful operation to secure ventilation. But it

should not be forgotten that many years of effort were spent, many lives were lost, and there was much sickness caused by inhaling the foul air of the mines, poisoned with gases given off from the coal and the impurities of hundreds of perspiring beings, before they devised the system of ventilation now employed.

Dust.

Only last week in discussing the dangers of the coal mine one physician testified before the Anthracite Coal Strike Commission in session at Scranton, Pa., that the lungs of some miners were so filled with particles of coal dust that they would not float, as would the lungs of other men when taken from the body at post mortem examinations, but sink. He said that a man who worked in the mines for a few years was not good for anything else, that his lungs were so affected that he had no staying power. As an instance of this, he told of getting work on a farm for four able bodied miners, but they were discharged by the farmer, who said: "They have no wind; they have to stop work every once in a while to get breath." Fifty-five years, he said, was an exceptional age for a man to reach in the mines, and after he had worked to that age he looked as tho he were seventy years old.

Another physician testified that at post mortems he he had seen miners' lungs as black as anthracite itself. A third testified that he had personal knowledge of a man coughing up coal nine years after he left the mines, and he had information that a man coughed up coal dust fifteen years after he had left the mines.

This dust constitutes two of the great dangers of the coal mine: a constant yet almost imperceptible danger to the miner's health, and an important factor in explosions. To understand this latter statement we must go back a little while in geological time, perhaps a million years. But don't let the lapse of time or the mere name of geology frighten you, for we will only look into that profound science, and botany, and a few other common school studies, about as far as a ten-year-old child could go without mental fatigue.

Scientists tell us that, if our present forests were uprooted and overthrown to be covered by sedimentary deposits like those which now cover our coal beds, the coal thus formed would probably amount to two or three inches. They further state that if you could place the 117 seams of the great Prussian coal field of Westphalia one above the other in immediate succession you would have a layer of coal 294 feet thick. They say this to give us some faint idea of the enormous growths of vegetation required to form some of our great coal beds.

Now, turn to the delicate, fern-like mosses, with which most people are somewhat familiar, called lycopodiums or club mosses. They are evergreens, and two or three of them are extensively sold at Christmas time for decorative purposes. You may have used them yourself under the name of ground pines. Common as they are at Christmas time they are most used in Fourth of July celebrations; for their spores or seeds are so resinous that they are highly inflammable and from them is made a fine powder or dust used in making fireworks and the white flame for the artificial lightning flashes of theaters. Your geology will tell you that the most of the bituminous coal

is formed of the spores of a giant lycopodium that grew fifty feet high, and to help you remember it they have given it the nice short name of *lepidodendron*. This giant club moss of the coal measures bore a tiny spore or seed no larger than those of the beautiful little lycopodiums we know today, and quite as explosive and inflammable.

In some regions protective laws have been passed providing for the watering of all dry and dusty places in a coal mine within a certain distance (in England twenty yards) of the spot where a shot or blast is fired. The very ventilation so much to be desired contains an element of danger, for it dries up the moisture and leaves the fine coal dust, which is really the spore dust today used to make fireworks, in such a dangerously inflammable condition that it can act like a train of gunpowder sometimes, started by the slightest breath of an explosion.

Gas.

A great English scientist, Sir Humphrey Davy (1778-1829) saved many miners' lives by studying a simple little experiment a child can perform and understand.

If you will hold a piece of fine wire gauze over a gas jet before it is lit, and then turn the gas on you will find you can light the gas above the gauze but the flame will not pass downward thru the gauze to the jet, until the gauze has become overheated. This is because the metallic gauze so rapidly conducts away the heat that the temperature of the gas beneath the gauze is unable to arrive at the point of ignition.

The principle of the miner's safety lamp is the enclosure of the flame in a circular funnel of fine gauze which prevents the flame from passing thru it to the gas that may be about it. To suit changing conditions it has been altered since its great inventor gave it to those who work in the underground world. The speed of ventilating currents in modern mines do not now allow the use of the simple Davy lamp. But thru all its changes the principle remains the same.

The great walls of coal that line the passages of mines constantly exude poisonous or highly inflammable gases. When a bank of coal is blasted down large quantities of gas are sometimes liberated that will cause terrible explosions if it comes in contact with flame.

Other Dangers.

Lack of space forbids any further discussion of the miner's perils. They are so many and so great that he is debarred from all ordinary life insurance. A writer in the October World's Work, speaking of the anthracite regions of Pennsylvania, says:

"In no part of the country will you find so many crippled boys and broken-down men. During the last ten years over 10,000 men and boys have been killed and 25,000 injured in this industry. Not many old men are found in the mines. The average age of those killed is 32.13 years."

Truly coal is an expensive luxury as well as the power that does much of the world's work.

Sources of Information.

You could buy an entire library about this one subject, but a trifle over a dollar will purchase you two well illustrated, well indexed books whose publishers' names are a guarantee of excellence of make-up and reliability of matter. "The Story of the Coal Mine" (D. Appleton & Co., 40 cents.) is by an English writer, based largely upon a study of British coal fields, but revised for use here. "Coal and the Coal Mines" (Houghton, Mifflin & Co., 75 cents.) is both written and illustrated by a resident of the Pennsylvania coal regions. A timely article is "The Life of a Coal Miner" in the October number of The World's Work, that vigorous young journal which so rapidly made its way into the front ranks of its much older competitors. The July issue of the Review of Reviews is a veritable coal number with valuable maps, diagrams and illustrations.

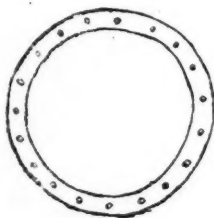
Construction Work.

A Basket for Beginners.

BERTA RAUDABAUG, CELINA, O.

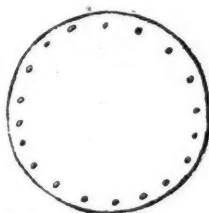
There is no question about the value of weaving to the child, and teachers are beginning more and more,

Fig. 1.



Top.

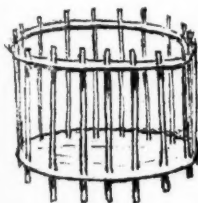
Fig. 2.



Bottom.

to realize that the advantages gained from construction work of this nature are great, and worthy of careful consideration.

Fig. 3.



Frame.

things they can appreciate, too!

A simple basket for beginners is made of cardboard, toothpicks, and raffia. The toothpicks serve as the warp, and, as they are fixed and stiff, the work on the basket is purely "over-under" work.

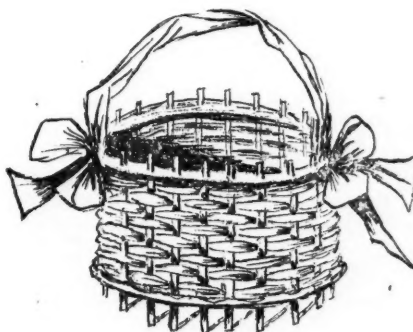
Each child is supplied with a frame. For this frame cut two cardboard circles equal in diameter ($3\frac{1}{2}$ in.), one for the top and one for the bottom of the basket. From the top cut out, as waste, a circle $2\frac{3}{4}$ in. in diameter. Punch holes around the edges, and fasten the top and bottom together with the toothpicks, allowing the toothpicks to extend somewhat above and below the cardboard at the top and bottom, as in Fig. 3. The holes should be just large enough for a toothpick to be inserted, and a half-inch apart.

After tying a strip of raffia to one of the toothpicks at the base, the child proceeds with the weaving, drawing the raffia over one toothpick and under the

the next, going around and around until he has reached the top and has finished the basket. If a child has any difficulty in the weaving let him repeat to himself, "over, under; over, under," kindergarten fashion. First grade children do remarkably well, however, even tho they have had no previous training in this line.

After the weaving is done the handle is made. This

Fig. 4.



How the Basket Looks.

may be made of a strip of raffia; or bright colored tissue paper may be used and tied in a bow at either side.

Square or oblong baskets can be made in the same manner. This, of course, is only a first step in weaving. In planning the second step the toothpicks may be dispensed with, and the child may be given something to weave with flexible threads running both ways.

Every primary teacher is familiar with the eager desire of the child to "show mamma" his little works of art. At the completion of his first work, no matter how small it may be, he will tell you with almost pathetic earnestness that he would like to show it to "mamma." Children work at these baskets with so intense an interest and are so enraptured with the result of their labor that nothing would delight them more than to take them home to their mothers at Christmas time.

Paper Folding and Cutting for Illustrating and for Diversion.

G. E. ASHLEY.

Folding.

Most teachers are familiar with the first six forms of formal paper folding known as "ground forms" as used in kindergarten and primary schools. Some new effects however may be obtained by using two four-inch squares of contrasting colors, for instance, a dark blue and a light green. Proceed thus:

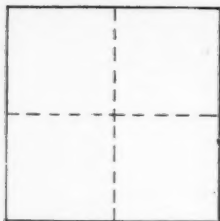


Fig. 1

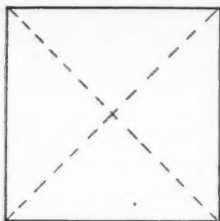


Fig. 2

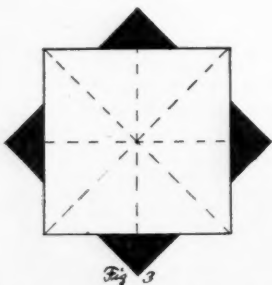


Fig. 3

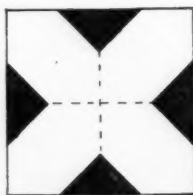


Fig. 4

The green square should be folded so that we find the two diameters as shown by the dotted lines in Fig. 1. The blue square should be folded so that we find the two diagonals as in Fig. 2.

Lay the green square upon the blue square so that the diameters of the green square will coincide with the diagonals of the blue square as shown in Fig. 3.



Fig. 5

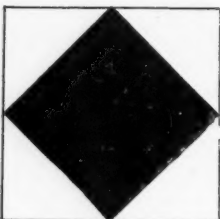


Fig. 6

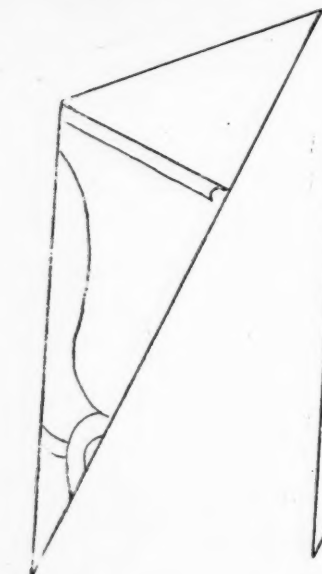


Fig. 7



Fig. 9

Fold the corners of the blue square over the green square along the edges of the green square Fig. 4.

Holiday time creates a demand for much decoration. Many attractive and interesting forms may be cut from paper. Symmetry of form may be secured by folding the paper before cutting it. The X-mas bells are made in this way, also the holly wreath.

For the bells use an eight-inch square of very thin kindergarten paper or tissue paper. Fold the lower

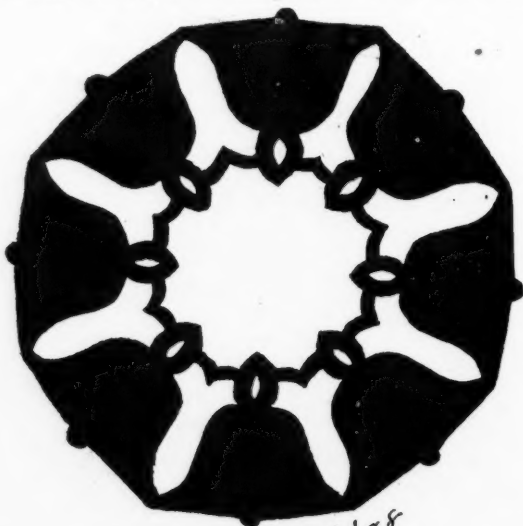


Fig. 8

edge even with the upper edge, then the left end of the rectangle even with the right end, thus making a four-inch square. Then fold the lower edge even with the left edge thus forming a triangle. Then fold the



Fig. 10

left edge of the triangle even with the longest edge of the triangle.

One-half of the bell is drawn upon this triangle as shown in Fig. 7. and is then cut out. When unfolded the bells are found as in Fig. 8. The paper is folded in the same way for the holly wreath and the diagram

for cutting is shown in Fig. 9. Turn the two papers over. The back should present the appearance as shown in Fig. 5, a green square with a blue octagon upon it. No further attention need now be paid to the blue paper but fold it as if it were only one piece of green paper. Fold the corners to the center and crease down carefully.

Turn the paper over. Again fold the corners of the center and crease carefully. Turn the paper over. Open the corners of the green square and fold backward to the outside corners, or they may be folded under toward the outside corners. The finished form is shown by Fig. 5.

Foldings of this kind may be used as Christmas cards to be given by one pupil to another. The words Merry X-mas or a Happy New Year may be written or printed upon them by the giver.

Drawing Exercises

D. R. AUGSBURG.

The aim of drawing in the schools is to teach the pupil to draw easily, quickly, and with a fair degree of accuracy, that which he sees, thinks and imagines. We aim at these believing that thoro work along these lines will lead the pupil to higher levels than he would reach if the aim was less practical and more esthetic.

The material means for reaching these ends in the grades are divided into (1) problem work (2) copy work (3) object drawing.

The primary aim in the problem work is to develop independent thought and teach the principle.

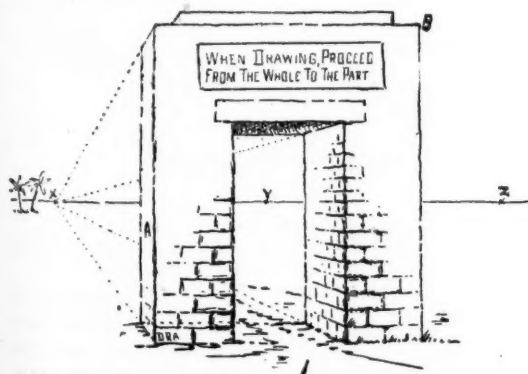
The copy work is for the teaching of method.

The principle and method are united in object drawing, and the outcome is power to do.

The materials used are a lead pencil, rubber eraser, paper, and water colors. The drawing is co-ordinated with other branches whenever practical. Water colors are used in all of the grades.

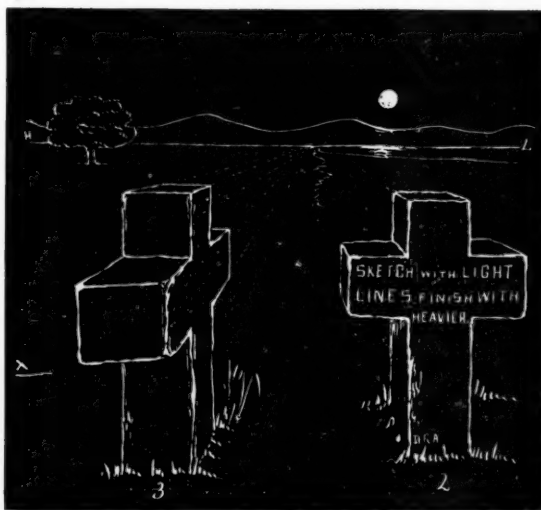
The work is continued in the high school together with constructive and decorative drawing.

The above outline will be understood with perhaps the exception of the problem work. As said before,



the primary aim of this work is to develop independent thought and teach the principle. This is done by thoroly analyzing and systematically drawing the three type forms—the cube, the cylinder, and the triangular prism. This is not done in a dry, tedious way, but by means of simple problems coupled with interesting devices, full of life and action that appeal to the child and lead him to love drawing.

Under the cube the box is the first model used. This is analyzed and drawn in all positions in which vertical, horizontal and horizontal receding lines can be used. Next, four cubes are employed and drawn in various relations to each other; lastly, a single cube is cut in all sorts of shapes, never going, however,



outside of the three kinds of lines mentioned above.

The outcome of this work is such applications as are given in the following problems in which independent thought, the principle and the method are combined.

Figure 1 is a stone arch drawn at the right of the eye. It is drawn as follows: (1) Draw with light lines the front face of the arch. (2) Choose the center of vision. (3) From each corner of the arch draw a receding line to the center of vision. (4) Choose the thickness of the arch and draw the lines that represent the further face. (5) Finish.

The following problems may be drawn from Fig. 1:
Problem 1.—Copy Figure 1.

Problem 2.—Draw the arch with the center of vision at Y.

Problem 3.—Draw the arch with the center of vision at Z. Dress the sign over the door so that it sets into the face of the arch.

Problem 4.—Draw the arch at the left of the eye with the face marked *a* toward you.

Problem 5.—Draw the arch at the right of the eye with the face marked *a* toward you.

Figure 2 is a cross drawn below and at the right of the eye with the arms horizontal. Figure 3 is a cross

drawn below and at the left of the eye with the arms horizontal receding. These crosses may be made the basis of such problems as the following:

Problem 6.—Copy Figure 2.

Problem 7.—Draw Figure 2 below and at the left of the eye.

Problem 8.—Draw Figure 2 below the eye.

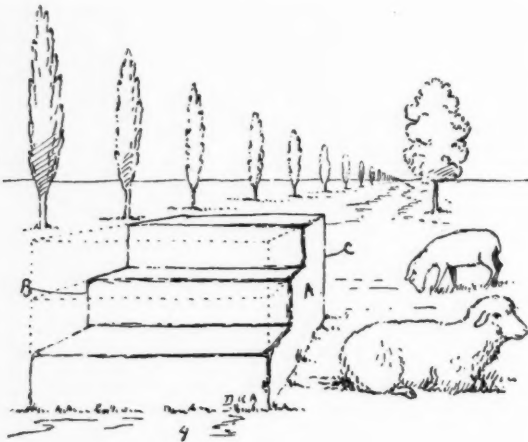
Problem 9.—Draw Figure 2 lying on the ground resting on its back face.

Problem 10.—Draw Figure 2 with the horizon line HL at X.

Problem 11.—Draw Figure 3 below and at the right of the eye.

Problem 12.—Draw Figure 3 below the eye.

Problem 13.—Draw Figure 3 with the horizon line HL at X.



Problem 4 is a horse-block below and at the right of the eye. It may be made the basis of problem similar to the following:

Problem 14.—Copy Figure 4.

Problem 15.—Draw Figure 4 below and at the right of the eye.

Problem 16.—Draw Figure 4 with the left face toward you.

Problem 17.—Draw Figure 4 with the right face toward you.

Problem 18.—Draw the row of poplar trees at the right of the eye.

These and many other problems may be drawn from these figures. Any number of objects may be introduced, such as birds, animals, landscapes, in truth, almost any feature that you may wish to impart to your pupils.

The problems are suitable for the fifth grade and upward.

Gifts from the hand are silver and gold, but the heart gives that which neither silver nor gold can buy.

—Beecher.

A thankful heart is not only the greatest virtue, but the parent of all other virtues.

—Cicero.

In the same measure in which you wish to receive you must give. If you wish for a whole heart you must give a whole life.

—Ruckert.

Music.

Parochial School Hymns

I.

Oh, Beautiful Thou Art.

Our sweet Virgin Queen;
Come, reign within each heart, —
Peaceful and serene.
See, with love now thrilling
All thy children's hearts;
Joy each breast is filling,
Sadness now departs.

II.

Oh, list to strains now swelling
Even to thy throne;
O call us from this dwelling, —
Leave us not alone,
Mother ever holy,
Hear us as we pray;
Virgin pure and lowly,
With us ever stay
Virgin pure and lowly,
With us ever stay.

I.

Mother Dear, O Pray for Me.

Whilst far from heav'n and thee,
I wander in a fragile bark,
O'er life's tempestuous sea;
O Virgin Mother, from thy throne,
So bright in bliss above,
Protect thy child and cheer my path,
With thy sweet smile of love.

Cho:—Mother dear, remember me,
And never cease thy care,
Till in heaven eternally.
Thy love and bliss I share.

II.

Mother dear, O pray for me,
Should pleasure's siren lay
E'er tempt thy child to wander far,
From virtue's path away;
When thorns beset life's devious way,
And darkling waters flow,
Then Mary aid thy weeping child
Thyself a mother show.

Cho:—Mother dear, etc.

I.

O Jesus, Jesus, Dearest Lord.

Forgive me if I say,
For very love, Thy sacred name,
A thousand times a day,
I love Thee so, I know not how
My transports to control;
Thy love is like a burning fire
Within my very soul.

II.

For Thou to me art all in all,
My honor and my wealth,
My heart's desire, my body's strength,
My Soul's eternal health.
Burn, burn, O love, within my heart,
Burn fiercely night and day:
Till all the dross of earthly love
Is burned and burned away.

III.

O Light in darkness, Joy in grief,
O Heav'n begun on earth!
Jesus! my Love! my treasure! who
Can tell what Thou art worth?
O Jesus, Jesus, sweetest Lord,
What are Thou not to me?
Each hour brings joys before unknown,
Each day new liberty.

The Teaching Orders.

HISTORICAL SKETCH SERIES.

The Sisterhood of Loretto.

THE religious order of Sisters, called of Loretto, or Friends of Mary at the Foot of the Cross, was founded in 1812, by the Rev. Charles Nerinckx, a holy Belgian missionary. Its first members were three young ladies, Mary Rhodes, Anna Havern and Christina Stewart, who, banded together for the purpose of teaching school under Father Nerinckx' direction, began to aspire after a higher life and requested the priest to give them a simple rule by which to regulate the duties and devotions of each day. They lived in a log cabin, near the present Church of St. Charles, Marion county, Kentucky, and there was established Little Loretto, when God's time came to reward the zealous prayers and secret longings of the pious pastor's heart. He knew the people were to be gained through the children, and for the Christian education of these lambs of his flock he determined to make every effort and every sacrifice. The matter was referred to the newly appointed bishop of Kentucky, Benedict Joseph Flaget; under his approval and encouragement the project grew beyond the expectations of its most sanguine friends.

April 25, 1812, was the day for a solemn ceremony never before witnessed in the then western wilds, and the scattered population of that portion of Kentucky flocked to St. Charles' church full of curiosity to see the reception of the religious habit, by three maidens so lately the life of their social gatherings.

A procession of school children preceded the three teachers, who were that day to become, if possible, holier and dearer in their young eyes, by assuming the character and garb of religious Sisters. At the foot of the altar, the three aspirants made their solemn promise to renounce the world and its maxims, a black veil, of poor material, was placed upon their heads, Mass was said, with a general reception of Holy Communion.

Once again in their little cabin home the new Sisters welcomed as postulants Misses Ann Rhodes and Sarah Havern, followed later by Miss Nellie Morgan.

June 29th of the same year another reception took place, after which, Father Nerinckx with Bishop Flaget's permission, proceeded to hold an election, and Mother Ann Rhodes was chosen first superior of the Loretines. The Sisters received a copy of their rules drawn up by their saintly founder, to be tested by observance for such time as was deemed necessary before their presentation to Rome for approval. Before sunset on this memorable day, the first logs were cut for the erection of a residence, more suitable for religious women. Father Nerinckx formally announced the establishment of a convent in their midst, explained its object and probable good results to the country at large, asking his people's assistance in providing for the foundation.

Notwithstanding difficulties and hardships the work progressed in a satisfactory way. Two rows of buildings were erected on two sides of a square yard, the school and pastor's residence being opposite; next to the school were the church and convent, farther on, refectory and dormitories. These were all log cabins of two rooms and the larger ones of two stories. The church was boarded in and finished off with greater care, out of respect for the holy dweller within its humble walls.

At its birth the place was called Loretto after the holy house in Italy, and in his writings the holy founder re-

peats, "Let Loretto be Loretto forever—Loretto schools, Loretto pupils, Loretto Sisters."

A heavy blow fell upon the struggling society during the first year. Mother Ann Rhodes fell a victim to consumption and died in December. A second election placed Mother Mary Rhodes at the head of the sisterhood, so their good work went steadily on and God blessed their efforts in the cause of Christian education. When the days of extreme poverty and hardships had passed, when facilities for travel allowed more communication with the outer world and brought more scholars to their doors, the Sisters advanced with the times to lay foundations in other states, and now count schools and academies from Ohio almost to the Pacific coast.

The mother-house of the Loretto Society is perched like a picturesque village upon the green hills of Marion county, Kentucky, where the Sisters own thirteen hundred acres of land. The main building includes the Convent proper and Church of the Seven Dolours. The latter, though large, barely accommodates the professed Religious, Novices, Postulants, pupils of the academy and a few persons employed for farm work and other duties to which the Sisters cannot well attend.

South of the church is the handsome academy and commencement hall. On the north side, two buildings occupied by novices, postulants and the normal school of the Society. Some distance east of the conventual establishments are the chaplain's residence, guests' house, with stables, barns and workmen's dwelling in the rear.

The government of the order is modeled on our federal constitution, the head superiors being elected by electors who themselves have been chosen by all professed members. These superiors reside at the mother-house directing, during their term of office, the general affairs of the Society and giving, through the mother-general personal attention to the welfare of each branch house. Academies and parochial schools are the special fields of labor for the Loretines, and to fit them for such work the young members are trained to domestic occupations besides their literary and musical education for which the normal school is well equipped.

The spiritual children of the saintly Father Nerinckx still find their sphere extending, and yet have not been able to respond to all the calls for their services even during the current year. Pious people in the world would do well to pray fervently for the increase of religious vocations to the various orders in the Church; for the work of these religious bodies is largely among the young of the day, who will be the men and women of the future. God has given these teachers and guides of children an able mission which no one else can fill, and the Sisters of Loretto are happy to be numbered among their co-laborers in this portion of the Master's vineyard.

***"THE modern commercial school or commercial department must give the student a commercial vocabulary, commercial and industrial geographical information, accuracy in number and spelling, rapidity in all work, and cleverness in seeing what is meant, without requiring explicit directions for everything, in addition to the book-keeping, stenography and typewriting.

The commercial school or department is a necessity because the elementary public school lacks appreciation of the distinction between accuracy and thoroughness, practice and drill, alertness and perception, the geography of life and of tradition, because the secondary school lives largely in what has been, rather than in what is, reverences the classic rather than the forcible, discipline rather than power, ability to tell what he knows rather than to know something worth while to tell."—A. E. Winship.

☞ The Christmas recess is a good time to send in renewals and new subscriptions.

MSGR. SBARETTI.

Msgr. Donato Sbaretta, the new Papal Delegate to Canada to succeed Msgr. Falconio, lately appointed to the same post in the United States, came to this country nine years ago as auditor of the Papal Delegation to Washington. Before that time he was engaged in handling American affairs at



MSGR. SBARETTI.

the Propaganda. He accompanied Cardinals Satolli and Martinelli in their visits through the United States and knows this country thoroughly.

He is a man of varied and deep scholarship. He was born in Montefranco, in the archdiocese of Spoleto, not far from Rome, in 1856. Educated for the priesthood in Rome, he was ordained at the age of twenty-two. He studied both law and theology and he received the doctorate in both. Later he gave a public disputation at the Vatican before the Pope, his subject being philosophy. For this he received a handsome gold medal.

CITY MAY PAY NUNS.

The appellate division of the New York courts has filed a decision, holding that it is proper for a city to expend its money in paying the nuns who teach in Catholic orphan asylums.

The action was brought by James Sargent, who has been prominent as a member of the American Protective association, against the board of education of Rochester and four of the nuns who teach at the St. Mary's Boys' Orphan asylum.

Sargent declared in his action that such payments were in violation of the provisions of sections 3 and 4 of article 9 of the constitution of the state of New York, and it was further alleged that the payment to the teachers was illegal because they were not licensed to teach in the public schools of the state or the city of Rochester, and that St. Mary's Boys' Orphan asylum was not a public

school or academy of the city of Rochester or subject to the control or regulation in any respect by the board of education, but it was an institution of learning.

In expressing the opinion of the appellate division, Justice Pardon C. Williams says:

"The institution is clearly an asylum and not a school or institution of learning within the meaning of the constitutional provisions hereinbefore referred to. Its main object is to furnish a home, food, clothing, lodging and moral training to the boys committed to its charge. As incidental to the main object, it necessarily furnished the boys with secular and religious education. They could not be permitted to grow up in this state in ignorance and without religious instruction. The fact that secular education has been furnished in the institution does not change its real character as an asylum and make it a school or institution of learning."

The court then discusses the act of 1850 providing for the education of children in orphan asylums, and says that it was decided in 1867 that nuns could teach in orphan asylums. He continues:

"The payment for the services of these four sisters is not, therefore, improper, or an infringement of the provisions of the constitution of the state."

RELIGIOUS ORDERS BARRED.

Premier Combes has presented in the French Chamber of Deputies a list of fifty-four religious orders which the government asks the Chamber not to authorize. Premier Combes also presented to the Senate laws granting the necessary authorization under the Law of Associations to the following orders: The White Fathers' African Missions of Lyons, the Cistercians, the Trappists and the Brothers of St. John of God. Sixty-one orders applied for letters of authorization and the government has rejected fifty-four and approved seven. It is possible the Chamber of Deputies will be refused even to authorize these orders.

At a cabinet council held the premier, M. Combes, announced that he had suspended the salaries of the archbishop of Besancon and the bishops of Orleans and Seez in connection with the action of the greater part of the French episcopate in signing in October a manifesto for presentation to the Senate and Chamber of Deputies, protesting against the associations law.

* * *

Work on an addition to the convent of the Sisters of Mercy in Cincinnati, will soon be started. The improvement will complete the building as it was originally planned. It will be of pressed brick and cut stone to correspond with the old work and will be four stories in height. The new addition will contain a chapel.

PUBLISHERS' NOTES.

A book that every religious teacher in the country will welcome, and find comfort and encouragement in reading, has just been published by B. Herder, St. Louis. It is an American edition of the famous work of Frere Exuperien, entitled: "The Young Teacher Encouraged; or, Objections to Teaching Answered." The original work published in Paris in 1866, passed through several editions, and was productive of much good. In the American edition enlargement and revision has been made wherever necessary to meet the conditions and problems that present themselves to religious teachers in this country.

Bishop Spalding, who writes the introduction to the book, says: "This volume will not only bring consolation and joy to the hearts of Catholic teachers; it will also draw many pure and loving souls to their ranks. That it will find readers there can be no doubt, for whoever takes it in hand will become its advocate and eulogist."

"Essentials of American History," By Thomas B. Lawler, Boston: Glinn & Co.

Mr. Lawler is a writer and lecturer of scholarly attainments, well known in Catholic circles. We can feel that his treatise is not only safe, but adequate from the Catholic standpoint. His work seems to include besides, all the best qualities of the standard texts in United States history. The maps are numerous and accurate and the footnotes stimulate the interest of the reader. The narration of Jesuit missionary work and exploration is full, and carefully done. Hassard's United States History, heretofore a favorite in Catholic schools, was too largely a reprint of Barnes' School History. Lawler's work is entirely original. Elsewhere in this issue there appears a half-page announcement of this important book.

"Guide Right" is a worthy little book, presenting in an interesting and pointed form rules of conduct for school children. Though written by a public school teacher, and intended principally for use in public schools, the book is one that will interest and commend itself to Catholic school teachers. The book is neatly bound and would make a good gift to pupils. It may be obtained at a small price from the publishers, March Bros., Lebanon, O.

The American Blackboard company of St. Louis, is meeting with great success in supplying schools throughout the United States and Canada, with good, serviceable blackboards at right prices. The managers of the company say that while their boards are in extensive use, they have yet to receive a complaint. Pastors and superiors requiring new blackboards of any kind will do well to write to this company.

How are the books of the pupils in your school? Are they soiled, worn and going to pieces? They must be, if not protected with good outer covering. It is a most important economy to have school books protected with a strong water-proof cover and the best article of the kind for the money is the Holden cover, made by the Holden Patent Book Cover company, Springfield, Mass.

Rand, McNally & Co., have just published an excellent book for high school, academy and college work in rhetoric and composition. It is the joint product of actual experience by successful teachers: Rose M. Kavana of the Medill High school, Chicago, and Professor Beatty of the University of Wisconsin, with revisions and suggestions by George B. Alton, state inspector of high schools for the University of Minnesota, and Dr. Bruere of the University of Chicago. With so many collaborators of recognized ability in this special line of work, one would not need to see the text to feel certain of its excellence. All of the most approved and successful methods for developing knowledge and power in English composition, are here applied to the best effect.

The semi-annual convention of the Sunday school teachers of the archdiocese of Boston was held at the Catholic Union hall, corner Worcester square and Washington street, Boston, last week. Five hundred clergy and teachers were present. Rt. Rev. Msgr. Thomas Magennis of Jamaica Plain presided.

Current Affairs--Church and School News.

A Brief Summary for Busy Teachers.

Thomas B. Reed, former speaker of the House of Representatives and one of the ablest and most forceful characters in public life in recent years, died in Washington Sunday Dec. 7, after a short illness. Mr.



Reed was speaker of the House of Representatives for six years and a Congressman from the Portland district of Maine from 1877 until 1899, for many years of which he was the leader of the Republicans in the House. As speaker he made his great reputation, by his parliamentary methods which became known as the "Reed Rules" he was able to make the will of the majority effective.

The message of President Roosevelt read to Congress at the opening of the present session, does not differ from the ordinary presidential message. On the question of trusts and the tariff, the President does much balancing by the aid of an "if" and takes a halting attitude. His views on these two subjects are shown by the following excerpts from the message:

We draw the line against misconduct, not against wealth. Corporations, and especially combinations of corporations, should be managed under public regulation. Publicity can do no harm to the honest corporation, and we need not be over-tender about sparing the dishonest corporation.

I believe that monopolies, unjust discriminations, which prevent or cripple competition, fraudulent over-capitalization, and other evils in trust organizations, and practices which injuriously affect interstate trade, can be prevented under the power of congress "to regulate commerce with foreign nations and among the several states."

I am satisfied that this power has not been exhausted by any legislation now on the statute books.

If it prove impossible to accomplish the purposes above set forth by such a law, then, assuredly, we should not shrink from amending the constitution so as to secure beyond peradventure the power sought.

Very much has been done by the Department of Justice in securing the enforcement of this (the anti-trust) law, but much more could be done if Congress would make a special appropriation for this purpose to be expended under the direction of the Attorney General.

To remove the tariff as a punitive measure directed against the trusts would inevitably result in ruin to the weaker competitors who are struggling against them.

The question of regulation of the trusts stands apart from the question of tariff revision.

Our past experience shows that great prosperity in this country has always come under a protective tariff, and that the country cannot prosper under fitful tariff changes at short intervals. It is better to endure for a time slight inconveniences and inequalities in some schedules than to upset business by too quick and radical changes.

We must take scrupulous care that the reapplication (of the tariff principle) shall be made in such a way that it will not amount to a dislocation of our system the mere threat of which (not to speak of the performance) would produce paralysis of the business energies of the community.

If it prove impossible to ratify the pending (reciprocity) treaties, and if there seem no warrant for the endeavor to execute others, or to amend the pending treaties so that they can be ratified, then the same end—to secure reciprocity—should be met by direct legislation.

The coal strike arbitration commission is now hearing testimony at Scranton, Pa., and a large number of lawyers are present to look out for the interests represented. The various operators make different points. Some say their men were satisfied with their wages, etc., but were forced to strike by the action of the unions elsewhere. The testimony of some of the miners themselves, however, was quite to the opposite and the stories of hardship and privation related by them brought tears to the eyes of more than one member of commission. Bishop Spalding could not conceal his emotion. Judge Gray paced up and down behind his chair; Mr. Watkins was noticeably affected; Mr. Clark's jaw was more firmly set than usual in the effort to contain himself; Commissioners Wright, Wilson and Parker restrained their feelings with an effort. Unwilling testimony was elicited from one of the independent operators, as to the great profit in coal mining. The adjournment of the coal strike commission from November 22 to December 3 was primarily for the purpose of allowing time to all concerned to prepare the voluminous documentary evidence essential to the case; but it was also meant to give an opportunity to the miners and operators to come together in an attempt to adjust some at least of their differences by themselves. These negotiations, however, came to naught, and the hearing will continue.

A serious crisis has been reached as a result of the attempt of Great Britain and Germany to force President Castro of Venezuela to pay some long standing damage claims and also lift his blockade of trading vessels on the Orinoco river. The delay of the Venezuelan government in promptly complying with the demands of the European government

has been due partly to the existence of a revolution in that country and partly to a disposition of the South American government to resent European dictation, their belief being that the United States will stand by them.

Great Britain and Germany, however, have taken vigorous steps to collect their claims, a squadron of their warships entering the harbor of La Guayra, sinking the obstructing Venezuelan fleet, and seizing the custom house located at that port. This will be held until duties aggregating the amount of the claims have been collected.

The action of the Europeans has greatly incensed the people of Venezuela, and the little nation is disposed to fight. Mobs have partly wrecked the German embassy and consulate at Caracas. Several hundred British and German citizens were arrested, but later released.

A cablegram received at Washington from Minister Bowen, the American representative at Caracas states that the Venezuelan government has requested him to propose to Great Britain and Germany that the difficulties arising out of the claims for alleged damages and injuries to British and German subjects during the civil war be submitted to arbitration. Not much hope is entertained of the favorable reception of the proposition, as it is felt that the difficulty has progressed too far for a settlement by the peaceful methods of arbitration.

The rather surprising announcement that Senator Gallinger, acting chairman of the Senate committee on the District of Columbia, has taken the initial step toward securing in a practical form representation for the District of Congress and the right to vote for electors for president and vice-president. His plan for giving the franchise to the people of the District is as follows: "The District of Columbia shall be considered a state in so far as shall entitle it to representation in the Congress of the United States, and in the electoral college, and in said District of Columbia senators and electors shall be chosen by direct vote of the people."

There is a general upward movement in the wages of railway employees. The Pennsylvania Railroad Company led off with an increase of ten per cent. in the pay of all of its employees who were earning less than \$200 a month. The change affected about 150,000 men, and added five or six million dollars to the company's payrolls. The Lake Shore, the Southern Pacific, the Union Pacific, and other roads have followed suit, and the movement promises to become general.

So encouraging has been the immigration into the Canadian Northwest the past summer that the Dominion government is planning to do still more to stimulate the movement next year. A special bureau has been opened in London to get immigrants interested in Canada. The commissioner of immigration says he expects 100,000 in 1903—one-third of these from the United States, another third from the United Kingdom and the rest from the continent of Europe. A few years ago it was thought that the Canadian Northwest was of no value, but it has now been demonstrated that it will grow the best wheat in the world. There is a great rush for this region, and about 25,000 people have gone there from the United States the last season.

* * *

In navigating the Great Lakes during the season just closed, 140 lives were lost. This is the largest loss of life among seamen of which there is any record. It is an increase of eight over 1901, which also exceeded all previous records. Accurate figures have been kept for the past seven years and are as follows:

1896.	1897.	1898.	1899.	1900.	1901.	1902
66	88	95	100	110	132	140

* * *

John D. Rockefeller, the Standard Oil magnate is the moving spirit behind a bill for the incorporation of a general education board, which has passed both houses of Congress. It is

expected to be Mr. Rockefeller's purpose, acting in concert with a number of other multi-millionaires, to launch a movement in the interest of popular education that will surpass, in the magnitude of its endowment at least, Mr. Carnegie's institution, to which the ironmaster donated \$10,000,000.

* * *

Secretary Hay, it is announced, will go on making treaties with Cuba and Colombia, regardless of the threatening attitude of the Cuban congress and the fact that Colombia has no congress at all, and it not likely to have one until midsummer, for that is no business of ours. The treaties will be concluded and signed and submitted for the ratification of the Senate.

* * *

On his return from Europe the first of the month the Most Rev. Patrick William Riordan, archbishop of San Francisco, received the congratulations of his friends upon the victory which his archdiocese had won in the Pius Fund Case, the first appeal to the permanent tribunal for arbitration at The Hague. The archbishop said he was much pleased with the outcome of the case, and that the Fund, which amounted to about \$1,000,000, would be devoted to furthering the interests of the Church on the Pacific coast.

* * *

The Boxer uprising in Szechuan province continues. Many native Christians, including 1,700 Catholic

converts at one place, have been massacred. A fire at Kwei-lin burned several hundred homes, but by singular good fortune the Christian Alliance mission was spared, though the fire raged near it. The natives conspired the saving of the mission as a miracle, and many have since come to be baptized.

* * *

The insurrection in Colombia, which has lasted almost exactly three years, came definitely to an end on the 22d of November by the signing of peace conditions by representatives of the government and of the insurgent party. This happy ending to the obstinate struggle was due in part at least to the mediation of Rear Admiral Casey, and the peace terms were signed on board of his flag-ship, the Wisconsin.

* * *

There is likely to be a lively contest over the admission of new states even during this short session. One party is in favor of an omnibus bill that will include the three territories—New Mexico, Arizona and Oklahoma. Senator Quay is leader of this party and claims sufficient votes to carry the measure; while the other party is in favor of admission of Oklahoma but not of the other two. Anyone of the three has a much larger population than some of the states already admitted.

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This session of Congress will also have to deal with the Cuban reciprocity treaty, and the convention with Newfoundland, the Fowler currency bill, and the question of currency in the Philippines, which is fast becoming urgent by reason of the repeated drops in silver, the questions of transportation and the problems relating to labor. However, it would be too much to expect that, in three short months, broken by the holiday recess, and crowded with work on the appropriation bills, very great progress can be made in settling questions of such complexity and magnitude.

Gov. Taft has advised the Secretary of War that the negotiations for the settlement of the friar land question in the Philippines, begun a week ago at Manila, with the Papal delegate sent from Rome to represent the Vatican, are proceeding satisfactory.

The Sisters of Charity of St. Vincent de Paul, who occupied the Beachview Hotel at East Moriches, N. Y., as a summer home, have bought a tract at Benjaminsville, in the eastern part of this village, on which they intend to build in time for occupancy next summer. There are 1,500 members of the community, and as the Beachview could not accommodate but 100 at a time, it was not possible for all of them to get a two weeks' rest at the home.

Sister Mary Meehtilde, superioress of the convent at Cedar Mill, Oregon, is in New York in order to seek aid from charitably disposed friends toward paying off the debt with which the convent and school of the Sisters of Mercy at that place are burdened. This convent, which was established a few years ago, was recently destroyed by fire. Now the Sisters are endeavoring to re-establish it, so that the children who attended the school may not long be deprived of educational advantages. Sister Mary Meehtilde has come there with the approval of Archbishop Christie. She hopes to get considerable assistance in the East.

A fac-smile of the grotto of Lourdes with life-size figures has just been completed at the convent of the Sisters of Mercy, adjoining Immaculate Conception church, Newport, Ky. The ceremony of dedication took place Sunday of last week, and was well attended by many members of the congregation.

Father M. J. Hoferer, S. J., professor of Physics and higher mathematics at Marquette college, Milwaukee, Wis., has constructed a quadruple harmonic motion pendulum for the scientific department of that institution. The object of the machine is to explain the wave of theory light. The new contrivance will be shown in public for the first time this month.

In the course of the recent celebration of the jubilee of Loyola college, Baltimore, the question of forming a confederation of the alumni associations of the Jesuit colleges of the United States was given consideration. This movement was launched by the late Rev. Francis J. Smith, a former president of Loyola. There are twenty-seven Jesuit provinces and twenty-six Jesuit colleges in this country at present. The movement is growing in popularity, and favorable action is looked for on all sides in the near future.

In the death of Brother Erminold, director of St. Mary's college, Oakland, educational circles on the Pacific coast lose one of their best equipped representatives. Brother Erminold was more than a capable instructor as his successful directorship of St. Mary's testifies. He possessed in a high degree the natural gifts and varied accomplishments indispensable to the administration of such an institution. His passing is a real loss to the order of Christian Brothers to the cause of Catholic education in California.

On the east side of the present St. Francis academy, conducted by the Sisters of Charity at Council Bluffs, Ia., is to be erected an addition, costing \$50,000. The building, when completed will be the finest in the state.

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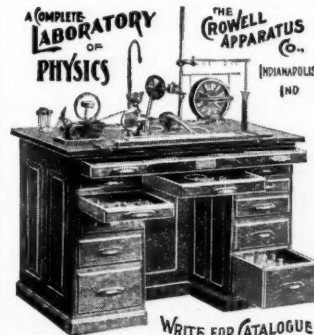
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By a decision of the Appellate Division, handed down last week, James Sargent loses his suit against the board of education, St. Mary's Boys' Orphan asylum, Comptroller Johnston and City Treasurer Williams of Rochester, N. Y., to prevent the payment of salaries to four nuns teaching in that asylum from funds raised from taxes to which all citizens are obliged to contribute.

The court held that the children are, educationally, under the charge of the board of education, and if that body wishes to have them taught by nuns it is privileged to do so, and the nuns are entitled to receive their salaries from the city.

* * *

The Ursuline nuns at Paola, Kan., are planning to build an academy, to cost \$35,000.

The congregation of St. Michael's Slavonic church at Braddock, Pa., has decided to expend \$50,000 in improvements on their church property. The improvements are to include a parochial residence, a convent for the nuns who are to teach the parish schools, and a new school house. The buildings are to be in the rear of the church and the present parochial residence is to be razed. The school building will cost \$25,000, and the convent and residence \$12,000 each.

* * *

The business portion of Denver has been crowded to the walls of Old St. Mary's academy, and that institution will have to give way to the commercial march. The ground will be sold and a new institution erected in another part of the city.

Sister Arundel of the Sisters of Charity at the schools at Bullingham, near Hereford, England, has been fined one shilling and five guineas costs for publishing lottery tickets. The defence was that she did not know that lottery jurisdiction extended to Ireland, where the draw should have taken place. The tickets were issued for the purpose of clearing off a debt on the Catholic Home at Bullingham.

* * *

The Sisters of St. Mary, who are conducting a day school in the lower story of the church building at Oak Cliff, a suburb of Dallas, Tex., are evidently meeting with much success. They have purchased a two-story residence with plenty of land adjoining, just a few blocks from the present church and school.

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* * *

Mother Katherine Drexel will spend a fortune in doing Uncle Sam's work among Navajo Indians in Arizona. has arranged plans for erecting a mission school for members of that tribe, involving an outlay of one hundred thousand dollars. Mother Drexel has expended a vast private fortune for Catholic missionary enterprises among the Indians and negroes of the United States.

* * *

It is expected that the new Sacred Heart Orphanage, at Pueblo, Colo., will be ready for occupation in about ninety days.

* * *

The annex which is to be erected by the Marist Fathers to All Hallows college at Salt Lake, Utah, at a cost of \$75,000 or \$80,000 will double the capacity of the school, which has been overcrowded of late.

"Boston," says The Republic, "is today a Catholic city. While New York and Philadelphia and perhaps Chicago have larger Catholic populations yet in proportion to its population Boston has a larger Catholic element than any of the larger cities of this country. The present population of Boston is approximately six hundred thousand, and nearly half of these are members of the Catholic Church. The percentage is bound to increase rather than diminish as the years go by."

* * *

A movement is on foot among the Catholic college graduates of New York City to form an association for mutual improvement. Graduates of all Catholic colleges will be eligible for membership.

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The parochial school has nearly 5,000 pupils, taught by four lay teachers and fifty Sisters of the order of Notre Dame. They also conduct a night school for the benefit of boys who work during the day. In connection with the school is a store where text books and other supplies are sold

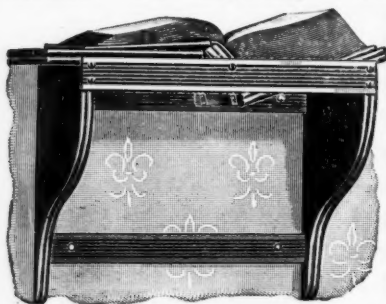
at a nominal price to those who are able to pay and supplied free of cost to those who are not. The curriculum is about the same as that of other church schools of the city, and the children of the parish are obliged to attend it up to the age of thirteen.

There is a school for young women on Division street, where the higher branches are taught by Sisters of the order of Mary of Nazareth. The classical school for young men is known as St. Stanislaus college, having 120 students enrolled and ten instructors, with three courses, classical, scientific and commercial.

The large Catholic educational plant in Rome known as the Institute Angelo Mai, which hitherto was conducted by secular priests and cost the Holy See 80,000 francs annually, has passed under the control of the Barnabite Fathers. This order dates from 1533, and its members, who are also known as clerics regulars of St. Paul, have founded many educational institutions in Italy and are highly esteemed.

The new convent at Farmington, Mo., is now assuming excellent proportions and it is expected that the same will be completed some time after the first of the year.

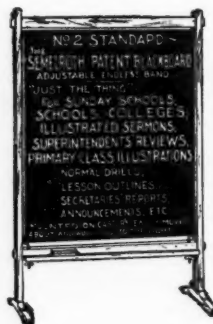
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